

SAFETY

APRIL 1987

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



SPRING TIME IS YOUR TIME
IN WASHINGTON, D.C.

EDITOR'S NOTEBOOK . . .

Spring is probably the loveliest time of the year in that city of great, white, domed and pillared buildings—Washington, D. C. The light, warm, spring winds waft down the wide avenues and the Japanese cherry trees erupt in fragrant, pastel glory. Spring is beautiful in any part of the United States, but in our nation's capital, the season seems particularly sweet.



Thousands upon thousands of young people from every corner of the United States will descend upon Washington, D. C., this year, at the height of the spring season. Many of them will be on tour with their classmates to see the places they have been reading about in their history books and newspapers all winter. In the spring, the capital city fairly roars with the sound of buses filled with young people—many of them who have paid for the trip with class money-raising projects and individual work—visiting the sights, hearing the voices of the lawmakers on Capitol Hill, gazing in awed silence at venerable Abe Lincoln in the Lincoln Monument or traipsing up the steps of the White House hoping to get a glimpse of the President.

Our cover shows you a group of these young people, cameras in hand, coming out of the White House. They are impressed and serious, they care a great deal about their country and they have found a new sense of brotherhood in, together, visiting the historic spots of the nation's capital.

Spring not only brings student tours—which constitute real safety problems for educators to solve—but it also brings up other new facets of the safety education program. This is the time when bicycle safety must be stressed, when driver education students prepare nervously to take their license exams, when all outdoor safety must be gone over again so that that first bloom of warmth and vigor is not darkened by tragedy.

May we direct your attention to the article on pages two and three, in which Ralph W. Jones, safety education director of the Ithaca, New York, public schools, describes a simple yet sound bicycle safety program which has proved itself in eleven years of operation. Mr. Jones' thesis is that the simpler, more fundamental the program, the easier it is to keep going year after year, to keep it producing results. His description of Ithaca's Safe and Skillful Bike Riding Contest may help you in starting such a program in your school or school system.

A clean-up-for-safety campaign at Massachusetts Institute of Technology which ridded the campus of all sorts of long-idle equipment, made a safer environment for students and personnel, is described on pages 16 and 17. Other college, as well as high school, safety administrators should take note of this with the suggestion that spring is an ideal clean-up time.

Legal liability of schools for accidents, a job analysis for safety education supervisors, a safety radio program put on by the Cleveland schools—these are just a few of the articles included in this issue for your helpful reading. We hope that, looking through it, you will find much that will apply to your own situation—and will thus be able to get real help for your safety program.

BEVERLY THOMPSON

NATIONAL SAFETY COUNCIL

CHARTERED BY THE
CONGRESS OF THE UNITED STATES

W. S. S. RODGERS, Chairman of the Trustees. (Former Chairman, The Texas Company, New York.)

WALTER A. STEWART, Chairman, Board of Directors. (Trustee and Former President, American Optical Company, Southbridge, Mass.)

NED H. DEARBORN, President.

GEORGE C. STEWART, Executive Vice President.

LOWELL B. FISHER, Vice President for Schools and Colleges.

R. L. FORNEY, Secretary.

WAYNE P. HUGHES, Director, School and College Division.

NORVAL BURCH, Editorial Director, Council Publications.

SCHOOL AND COLLEGE SECTIONS AND COMMITTEES

Safety Education Supervisors Section

Chairman: CECIL ZAUN, Supervisor of Safety, Los Angeles City Schools, Los Angeles, Calif.

Driver Education Section

Chairman: EDWARD ABRAMOSKI, Safety Coordinator, Erie School System, Erie, Pennsylvania.

Standard Student Accident Report Committee

Chairman: THELMA REED, Principal, Frances Willard School, Kansas City, Mo.

School Transportation Committee

Chairman: W. T. EDGREN, Supervisor, State Department of Public Instruction, Des Moines, Ia.

School Plant Planning Committee

Chairman: THOMAS J. HIGGINS, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Judges Committee

National School Safety Honor Roll

Chairman: FORREST E. LONG, Professor of Education, School of Education, New York University, N. Y., N. Y.

Advisory Committee

Safety Education Magazine

Chairman: MAY HAZARD, Safety Sponsor, Copernicus Jr. High School, Hamtramck, Mich.; Henry M. Hambrecht, Jr., Assistant Supervisor, Health, Physical Education and Safety, State Department of Education, Richmond, Virginia; John Hill, Director, Workmen's Compensation Insurance, Texas A & M College System, College Station, Texas; Avis P. Moore, Social Studies Dept., National College of Education, Evanston, Ill.; Forst E. Lowery, Mgr., Greater Minneapolis Safety Council, Minneapolis, Minn.; Lewis Clark, Chmn., Lansing, Mich. School Safety Comm.; Stanley McKee, Prin., Lincoln School, Highland Park, Ill.; Mrs. Jack C. Greig, member-at-large and past president, Indiana Congress of P.T.A.

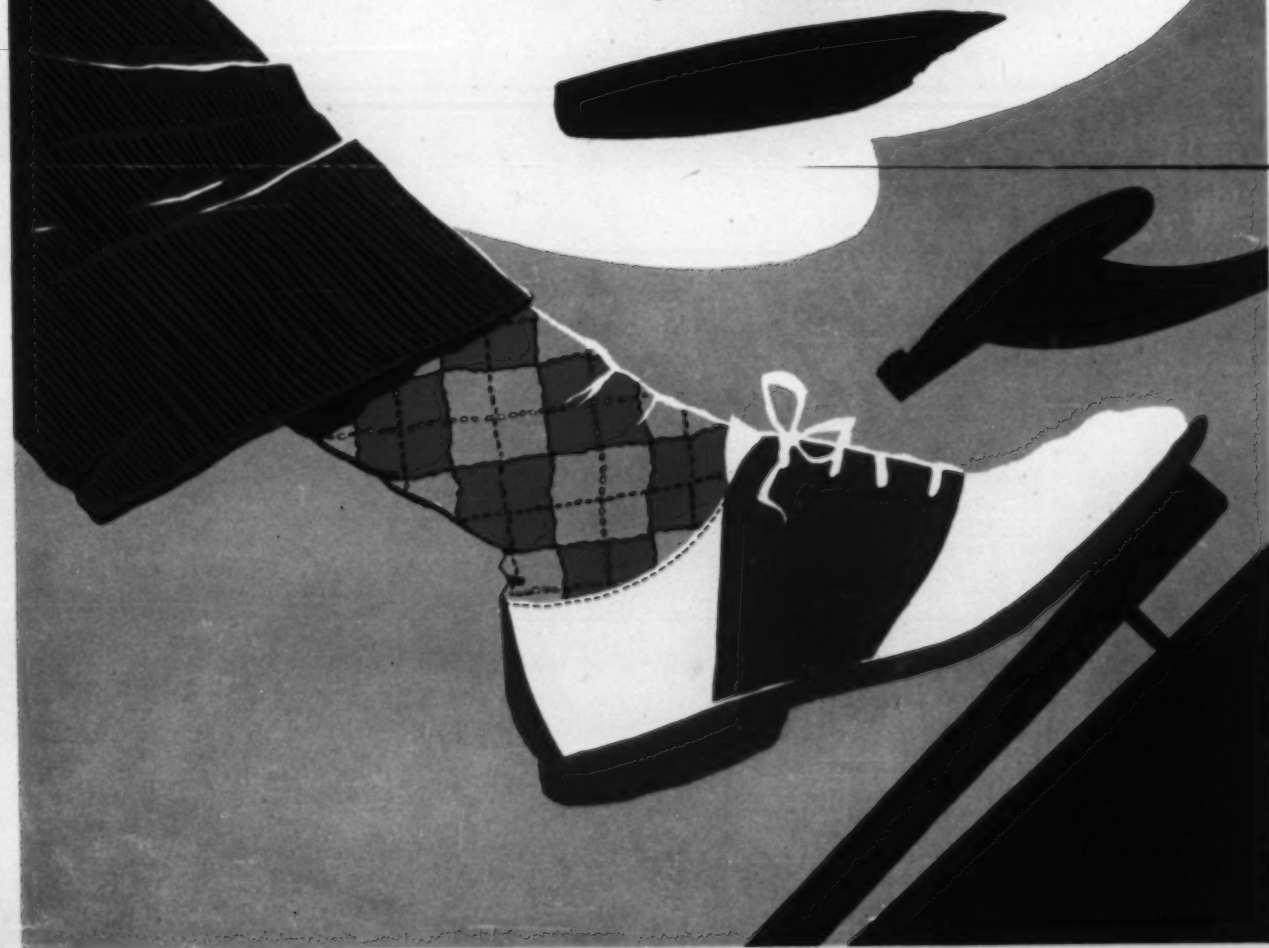


Watchy says:

**LEARN THE
RIGHT WAY!**



*A heavy toe
may cause
you **WOE***





SCHOOL AND COLLEGE CONFERENCE—1956-57

Zenas R. Clark, Chairman

E. R. Abramowski • Dale Auck
Dewey Barich • W. W. Bauer
Frank Bennett • Mrs. P. D. Bevil
Fred L. Biester • Norman E. Borgerson
Iris Boulton • Earl H. Breon

• Robert W. Broughton •

C. L. Brownell • Percy Bugbee
Lowell Burkett • J. R. Christian
Price E. Clark • Walter A. Cutter
M. R. Darlington, Jr. • C. DeMent
J. Duke Elkow • Evan Evans
Lowell B. Fisher • C. W. Foster
Don Gavit • Mrs. Lillian Gilliland
Lonnie Gilliland • Norman Gore
P. E. Harrison, Jr. • W. G. Hazard
Fred V. Hein • Donald M. Higgins
Thomas J. Higgins • John W. Hill
F. G. Hochwalt • Mildred Horton
Wayne P. Hughes • Harold K. Jack
Stephen James • George Jennings
K. Richard Johnson • Mrs. H. Kandel
Mrs. Fred Knight • Dalibor Kralovec
Harold Lillie • Forrest E. Long

• James Mann •

Stanley Mate • Paul Miller
Sarah Miner • M. D. Mobley
Amos E. Neyhart • James O'Neill
Alfred L. Papillon • F. J. Parker
Donald Peters • Ralph Peters
H. V. Porter • A. H. Pritzlaff
Miss Thelma Reed • E. A. Richards
Perry Sandell • Elsa Schneider
W. A. Shannon • Leslie Silvernale
Gordon D. Smith • Genevieve Squires
Herbert J. Stack • Ivan J. Stehman
Ralph Stinson • Randall Swanson
Warren Taylor • J. E. TePoorten
Mrs. D. J. Thompson • N. E. Viles
Mary Weeks • F. W. Westervelt, Jr.
Virginia Wheeler • Cecil Zaun

Robert B. Zimmerman



Contents of SAFETY EDUCATION
are regularly listed in "Education
Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXVI No. 8 Section One

Beverly Thompson, Editor
H. W. Champlin, Advertising Manager
R. O. Jones, Asst. Advertising Manager
O. E. Mickila, Advertising Production Mgr.

CONTENTS for APRIL, 1957

Of Interest to All

Legal Liability and the Cost of Accidents —Harry N. Rosenfield	4
Wanted: A Job Analysis for Safety Supervisors —Cecil G. Zaun	22
Does Your Community Back-the-Attack? —Back-the-Attack special lesson unit number three	27
Bulletins	38

Of Specific Interest

Elementary

Ithaca's Safe Cyclists —Ralph W. Jones	2
Ask Mr. Patch-it —Helen Margolis	14
Elementary Lesson Units —Ruth Jewell	29

Secondary

Coordinating Safety in Industrial and Vocational Education Programs —Data Sheet Number 79	7
Is Your Teaching Directed Merely to the Driving Exam? —A. R. Lauer and Ivan Eland	20
Secondary Lesson Units —Dr. Vincent McGuire	33

College

A "Sweeping" Success at M.I.T. —Sid Cato	16
---	----

Cover Photo by Bob Meyer



Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1936, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1957, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.50 a year. Ten per cent discount to schools. Reduced prices for quantity orders.

Lightweight bicycles are no match for cars — when they meet, the cyclist is sure to lose. Here is how an educationally sound yet simple bicycle safety program was organized in Ithaca, New York in 1946, is still going strong and producing results after eleven years . . .

Ithaca's Safe C

*By Ralph W. Jones
Safety Director
Ithaca Public Schools
Ithaca, New York*

BICYCLE safety programs in school systems throughout the United States are not uncommon these days. School people are coming to realize that a bicycle safety program not only helps develop safe attitudes and habits in a very vital segment of their pupils' lives, but that such a program provides a valuable opportunity to train children how to ride and operate their bicycles safely so that they will neither cause accidents nor be injured or killed themselves while biking, and to teach them the basic traffic regulations for operating bikes on the streets so that they may become more informed pedestrians and more careful drivers when their interests turn to the automobile a few years later!

Ithaca's Safe and Skillful Bike Riding Contest is *not* unique in that it stresses bike safety to children in the elementary grades. But it *may be* unique in the fact that it's been going along with steadily increasing success for *eleven years*. If there are any other bicycle safety programs that are as old or older than that, we'd like to hear about them!

There were few actual bicycle safety programs in operation back in 1946 when we decided to start one. There had been a rash of "Bike Road-e-os," "Bike Field Days" and "Bike Racing." But we didn't want that. We wanted to avoid fancy field days, racing and parades. We wanted a program that would be pedagogically sound and acceptable, and simple enough to fit into the busiest school schedule. Moreover, our studies indicated that most bike accidents occurred due to carelessness or un-

safe attitude of the bike rider and lack of knowledge of the traffic rules. Hence, we decided to concentrate on these; and to try to devise a program which could be carried out frequently and would reach *all* of the children. We would thus concentrate on the upper elementary grades from fourth to sixth.

Since then, we have individually trained about 1,200 different bike riders, most of them in the fifth and sixth grades, but some of them members of the fourth grade also. And about 6,000 pupils have had the opportunity to observe the bike contests of right riding. Each year in their elementary school experience they have seen skill and safety demonstrated and rewarded with fine prizes.

Our program is based around four objectives:

► We feel it's better to have a relatively small program and be able to keep it up annually. Thus, *we do not strive to reach all the children with the contest* in each school, but we do give them *all* the classroom instruction, and all of the children in the school, from kindergarten to sixth grade, view the demonstrations of right riding, the bike inspections and the award ceremony, in which the winners are rewarded with prizes.

► We avoid any form of trick riding, including riding around obstacles. We found that only the most capable riders would "go" for this. Because they don't need it, and because we feel it encourages showing off, we do not do it.

(Continued on page 37)

Cyclists

Sixth grader Clare Illencsik signals her intention to make a right turn during the safe bicycling test at her school.



Author Ralph Jones and Police Traffic Sergeant Don Wallenbeck score safe bicycling of Clare Illencsik and Philip Messenger at Fall Creek School while classmates watch.

Fall Creek School's trophy for safe bicycle riding is presented to the school principal, Miss Marion Denison, by Sergeant Wallenbeck.



Middle left: Winners of the Safe and Skillful Bike Riding Contest for the last seven years line up for a picture.

Proud and deserving winners of trophies in the tenth annual bicycle contest in Ithaca are these sixth graders. In back, from left: Ralph W. Jones, Morris Bristol, city policeman, and Howard Harvey, Ithaca co-sheriff.



THERE are about 140,000 public elementary and secondary schools in this country, serving some 32,000,000 pupils, and employing about 1,750,000 people in instructional and other positions. The investment in school property amounts to some 20 billion dollars, and the estimated annual expenditures for public elementary and secondary schools are over ten and one-half billion dollars.

Take school bus transportation, for example. The National Safety Council recently estimated that more than 138,000 buses are engaged in transporting nearly eight and one-half million pupils to the nation's schools. In addition, schools run cafeterias, athletics, entertainment, field trips, and a wide variety of other activities in addition to the normal class-room instruction. This is big business indeed!

And like all big business, the school business is concerned about accidents. In 1955, for example, according to the National Safety Council, there were in the U. S. over 23,000 accidents under school jurisdiction. A survey conducted by the Pennsylvania Department of Public Instruction showed that in one recent year almost one out of every ten pupils in that state was involved in some recorded accident while under school supervision.

School Board Liability. If a private business negligently injures someone in an accident, it is normally liable for damages. But not so with public schools. Why not? The answer has a long history. Our governments, State and Federal, succeeded to the position of the King of England when we obtained our independence. At that time the King could not be sued because of the theory of the divine right of Kings—"The King Could Do No Wrong." Now, 175 years later, the same theory applies: "The State (or any of its subdivisions, such as a school district) can do no wrong"—or if it does what would be a wrong if done by someone else, so much the worse for you, Mr. Injured Party.

This is the basic law today in almost all of our states. In the performance of its governmental functions, the state (and therefore the school district) is not liable for negligence. No matter how blatant and shocking the carelessness, or how callous the disregard for public safety—no liability.

This governmental immunity from liability, as the legal doctrine is known, also means that the school district has no legal authority to buy insurance (unless specifically authorized to do so by statute). The reason is obvious: a school board cannot spend public money to insure itself against a liability to which it is not subject.



This is a speech given by Dr. Rosenfield before a meeting of the National School Boards Association held in Atlantic City, New Jersey, last February.

The rule of governmental non-liability is more properly stated as follows: there is no liability unless created by statute. The harshness and unfairness of the immunity rule has impelled some states to make partial waivers and others full waivers of this immunity. There are a variety of such statutes:

A. Exceptions—General in Scope

1) *General waivers.* In some states, the statutes have authorized a more or less general liability, substantially like that attached to non-governmental agencies. In California, the waiver of liability is all-embracing. In Washington, the statute applies to all school activities other than accidents arising out of athletic equipment and playground apparatus.

2) *Indemnity statutes.* Three states (New York, New Jersey and Connecticut) have statutes which say that if their teachers are held liable for negligence as a result of accidents arising out of their school duties, the school district will save them harmless, or pay for the judgment against them. Such statutes generally authorize the school board to purchase insurance.

B. Exceptions—Specific in Scope

1) *"Safe place" statutes.* Some states, as Wisconsin, require that safe school premises be provided, on penalty of liability.

2) *School bus transportation.* Most of our states specifically repeal the defense of governmental immunity in connection with school bus transportation, at least to the extent of authorizing school districts to use public funds for the purchase of liability insurance, or for self-insurance of such accidents.

Legal Liability and The Cost of Accidents

By Harry N. Rosenfield,
Attorney
Washington Counsel
National Safety Council

Teacher Liability. So much for the school board's liability. What about the teacher or supervisor? Here, there is no immunity at all. Any person—including teachers, supervisors, principals, and other school employees—is liable for his own negligence. When a teacher is negligent, he may be liable. When a teacher is not negligent, there is no liability. And, where the board of education is not liable because of immunity, it may not reimburse the teacher who has been held liable, and it may not purchase insurance to protect teachers unless the statutes so authorize.

School Board Member Liability. Is a school board member personally liable when someone is injured through the negligence of school employees? Ordinarily the answer is NO. A school board member is not liable for the negligent performance of duties imposed on the school board in its corporate capacity. The negligence is that of the corporate official entity, not that of the individual board member. However, there have been some older cases where the courts ruled that a school board member's negligent performance of what the court called a ministerial duty, one involving no exercise of discretion or judgment, could bring liability. This line of cases is, however, most remote. Of course, just like anyone else, a board member can be held liable for negligence committed in his personal capacity.

On the whole, therefore, it can be said that except in most unusual and extraordinary circumstances, a school board member is not personally liable for negligence of the school staff in the conduct of school business.

Negligence. This brings us to the question: What is "negligence"? It is relatively easy to state the general rule, but not so easy to apply it.

Negligence is the failure to act as a reasonably prudent person would act under the specific circumstances involved. The circumstances may be different in a foundry and Latin class, but the legal test is the same: in the ordinary exercise of reasonable prudence, should one have anticipated danger under the circumstances in question? If "yes," negligence is involved. If one could or should anticipate trouble or untoward developments under certain circumstances, the failure to act in terms of such anticipation is not reasonable prudence, and, therefore, is negligence.

Let's look at some actual cases. Where a first base was an ordinary square sack on a slippery gym floor, and the person was hurt because the base slid away from her, there was negligence; reasonable care would have required under such circumstances that the base should be secured against sliding away. Or where a school board scheduled three basketball games going simultaneously in a gym of such size that the three courts were contiguous or overlapping,

(Continued on page six)

The views expressed in this article are those of the author. The National Safety Council has taken no stand for or against the statutory elimination of governmental immunity for liability for school accidents.

Legal Liability and The Cost of Accidents

(Continued from preceding page)

the school board was liable when one of the players was hurt by another from the next court. Reasonable care would have anticipated danger from such overcrowded conditions under the circumstances of a fast-moving game.

Failure to provide mats, where students were using the chinning bar for upside-down exercises, could be negligence. Or, to move out of the orbit of athletics, would you agree that it is negligent to fail to provide a guard for a belt-driven power saw? Or to permit students to throw a knife into the ground in the midst of class?

Let me hasten to say that merely because an accident takes place doesn't mean that someone has been negligent and will pay a judgment. Take, for example, the case where seventh and eighth grade students were playing touch-football voluntarily. They had been selected for the game according to skill and had been properly instructed. One student was kneed by another and suffered serious injury. Here the Court ruled that neither the teacher nor the principal was negligent.

Before leaving this subject, permit me to make three short observations:

- ▶ In determining whether someone exercises reasonable prudence, the law does not expect that one should have been able to foresee the specific accident that actually took place; it is enough if reasonable prudence would have forewarned that under such circumstances something untoward might or could happen.
- ▶ You will notice that I have been talking of negligence as a question of fact—and that is what it is, in law. As a question of fact it is determined by the jury, not the judge. Therefore, whether or not a teacher or school board has committed negligence is a matter which, in the final analysis, is determined by laymen, not by professional peers.
- ▶ Having said all this, let me hasten to repeat that you must *not* assume that every accident means that someone has been negligent and that someone will be liable for damages. Some accidents result from no one's negligence. And in others, even a negligent person may have a complete legal defense to liability. Limitation of

space forbids me to outline here what these technical defenses are.

The Costs of Accidents. Private business has long since found that accidents mean bad business, inefficiency and high cost, and that a good safety program is good business. The school business is belatedly beginning to find this out also. School accidents cost money, tax money which is becoming increasingly harder to come by; and reducing accidents means lesser tax bills.

Some of the costs are reasonably easy to see, such as liability judgments in the few states where the school district is liable, or insurance premiums where insurance is permissible. New York City is an example where a school board is subject to liability judgments. For a period of almost seven years the average annual cost of claims paid by the New York City Board of Education was \$150,427 per year.

On insurance costs, some examples also may be illuminating. Take Richmond, Virginia, for example, a school district with 2,400 employees and 36,000 pupils. The Richmond School Board paid an annual insurance premium of some \$11,450 to obtain automobile, driver education, workman's compensation and general liability coverage for its employees. In addition, Richmond's students themselves paid \$25,000 in pupil coverage insurance premiums (against which some \$23,500 in claims was paid out). Thus the total bill was about \$36,500 for Richmond, without considering property damage, replacement cost for damaged property and equipment, excess medical bills, lost time, and other indirect costs.

Some time ago the State of Florida reported that its counties paid over \$120,000 in premiums for pupil bodily injury liability insurance covering school busses.

For smaller districts, Winnetka, Illinois—a suburb of Chicago—is interesting; the school board pays insurance premiums for teacher liability, automobiles, cafeterias, nurses' malpractice, etc., which run to over \$1,150 per year covering 118 employees. And Clifton Heights, Pennsylvania, a 772-pupil district, has an annual premium cost of \$1,529 for football and liability insurance (paid by the Board) and some \$690 for pupil accident insurance paid by the students themselves. These fragmentary figures show that accidents mean big money, *whether or not the school board is liable for damages.*

But the worst part of all this is that such figures don't show the full cost, but only the

(Continued on page 13)



Coordinating Safety in Industrial and Vocational Education Programs

Safety Education Data Sheet Number 79

Statistics

1. In 1955, 93,000 deaths occurred in this country as a result of accidents. During that same period there were more than nine million injuries as a result of accidents. 1,914,200 of these accidents happened at work.
2. The cost of these accidents amounted to more than ten billion dollars!
3. Accidental deaths among children five to fourteen years old totalled 6,150 in this same year.

The Problem

4. While no comprehensive national figures are available concerning the nature and incidence of accidents in industrial education shops, numerous studies have been carried out on a local and regional basis. The following statements, adapted from those studies, will be of interest to school administrators and safety coordinators.

5. Shop instructors had received a varied amount of training in safety and accident prevention; in some cases they had not been trained at all. Several of the studies indicated that many instructors had to depend upon trial and error for their safety knowledge.

6. Most accidents happened between the hours of 10-11 a.m. and 2-3 p.m. It was assumed that fatigue and exposure were the most operative factors. There were conflicting opinions regarding the importance of fatigue as a cause.

7. More accidents happened on Wednesday than on any other day of the week. Exposure was given as the explanation of this fact. Students probably reach the peak of productivity by mid-week and then taper off as the work progresses.

(Continued on next page)



NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.
Copyright 1957

Picture courtesy of the Chicago Board of Education

Coordinating Safety in Industrial and Vocational Education Programs

(Continued from preceding page)

8. The months of May, April, March, October and January had the highest frequency of shop accidents. The months are given in descending order. February is the starting point for a continuous increase in the number of shop accidents until it reaches its peak in May.
9. Shop students between 15 and 16 years old tended to have the highest accident rates. There was no satisfactory explanation of this fact. A possible reason would be that this is the time that a student goes through a rapid physical growth and tends to be clumsy and self-conscious.
10. The woodworking and metals areas seemed to be the most hazardous areas.
11. The frequency of accidents in the use of hand tools was higher than the frequency in the use of machine tools. An exposure and rate study should prove very helpful in explaining this. Many instructors emphasize the points of safety necessary to operate power equipment but neglect hand tool safety as being "unimportant."
12. There were more minor shop accidents than major accidents by a ratio of about seven to one. Therefore, it seemed reasonable to assume that more emphasis should be placed on the study of minor accidents. Most studies agreed that every minor accident was potentially a major accident.
13. The chisel, saw and knife accounted for the largest number of hand tool accidents. The frequency of chisel accidents was almost as high as that of accidents happening on all other tools combined. The use of dull chisels may be a cause. Dull tools cannot be handled with proper control; hence, their use often leads to accidents.
14. The amount of shop experience a student had was reflected in a corresponding decrease in accident rate. This would tend to substantiate the desirability of safety training.
15. There was a definite relationship between level of intelligence and accident proneness. The higher mental ability group seemed to have fewer accidents.
16. There was a definite relationship between level of intelligence and accident repeaters. Those in the lower intelligence level repeated accidents more often.
17. Unsafe acts or practices were given most often as the cause of accidents. This area, as well as several others, needs much more study.
18. Students gave "failure to understand safe practices" as the most common cause of acci-

dents. This indicates the need for safety instruction, which brings an "awareness" of accident potentials, may prevent a student from "forgetting all" and taking hazardous short cuts in order to rush a project through to completion.

19. The need for further study on accident causes was indicated by the disagreement between students' and teachers' opinions of accident causes. Teachers gave "carelessness on the part of the student" as the most common cause of accidents.

20. The studies indicated that teachers need more information on accident *analysis*. Accident analysis should serve as an instructive instrument as well as a means of gaining statistical data.

21. Any good accident reporting system should include a report of the causal and contributory factors involved. There seemed to be quite common agreement on this point in the studies reviewed.

22. Severe injuries were reported as more likely to occur in the automotive, metals and woodworking areas than in other shops.

23. The injuries sustained on the senior high school level seemed to be more severe in nature than those on the junior high level. This may have been because more machines were used on the senior high level, and junior high students may be more timid around unfamiliar tools and equipment.

24. The parts of the body that were most often injured were fingers and thumbs.

25. Several of the studies showed that industrial education teachers do administer first aid to shop students. There was no indication as to their qualification for administering first aid treatment. There seemed to be justification for a shop teacher being trained in basic first aid practices. In some school systems, this is a requirement.

General

26. Safety efforts can succeed only if those with final authority really wish to reduce accidents. This is as true for an educational program as it is for an industrial establishment. A positive and planned program of safety education is a necessity in every modern educational institution.

27. Proper attitudes toward safety and safety education must be reflected from the administration through the supervisory personnel to the instructional staff, the custodial staff and all persons having a responsibility in the training program that is carried on. These attitudes must be inculcated in the student. It should

be made clear to him that industry demands safe as well as efficient workers.

28. This data sheet is concerned primarily with the coordination of safety education and safety practices in industrial education. Such a program should be coordinated with the total safety effort in the entire school or college.

29. A modern program of safety education proceeds on the theory that all accidents are preventable, and that both management (or administration) and teachers (foremen) should assume the responsibility for making both the working environment and employees (students) as safe as is humanly possible.

30. The first implication of this theory is that serious hazards, wherever they may be, must be discovered and immediate steps taken to reduce the hazards. Unsafe work procedures must also be detected and changed.

31. Management should assign someone the job of finding out what must be done with respect to safety and safety education and then must be given responsibility for seeing that this is done. This individual must be delegated proper authority and the necessary resources to achieve the desired goals. Unless this happens, any safety program is apt to be sterile.

32. In delegating authority, the administrator should emphasize three basic needs that must be met:

- ▶ the need for regular and carefully planned inspections of shop facilities with respect to safe practices;
- ▶ the need for a carefully planned program of safety instruction on the part of each instructor, and
- ▶ the need for prompt and proper accident reporting and analysis on the part of each staff member.

33. This data sheet is not intended to be exhaustive with respect to specific policies and practices that need the attention of a safety coordinator. Rather, important factors to be considered in planning a local safety program will be highlighted. Attention will be called to other data sheets and other references that provide detailed and specific information.

Safety Inspections

34. Before proper control measures can be organized, the extent and nature of existing and potential hazards must be known. This is possible only through regular and complete inspections of the shop facilities. Administrators should see that such inspections are carried out and that a written report is made to them. The *National Standard School Shop Safety Inspection Check List* can be utilized to aid in the

inspection. This check list was prepared by the joint safety committee of the American Vocational Association and the National Safety Council. Copies of the check list can be obtained from the National Safety Council.

35. This school shop inspection check list, which is recommended by the President's Conference on Industrial Safety, is intended for use by both teacher and students as one means of stimulating a broader interest in the maintenance of a safe school shop. The following broad headings are included, with appropriate detail: *General Physical Condition, Housekeeping, Equipment, Electrical Installation, Gas, Personal Protection, Instruction, Accident Records, First Aid*. Space is included for making recommendations.

36. It may be helpful to set forth, briefly, some of the important inspection factors that the safety coordinator should be observing constantly as he visits the different shops and instructors with whom he is working. It should become habitual for him to "keep an eye open" with respect to these general conditions.

37. The basic layout of equipment will have an important bearing on the safety and efficiency within each industrial education shop. While requirements will differ from shop to shop, the basic question to ask is: Will the particular layout of machines and equipment afford the smoothest and safest operation in keeping with the nature of the work being done?

38. Proper housekeeping practices are essential to an effective safety program, just as they are an important part of good teaching and learning. Machines and equipment should be cleaned properly at the end of each class period. There should be no question about the manner in which scrap or trash should be disposed. The directions for keeping the floors and aisles free and unobstructed should be understood by all concerned. In like fashion, proper storage of materials and projects should be well planned.

39. Proper lighting conditions are often neglected in school shops. Most shop operations require from ten to thirty foot-candles of light measured thirty inches above the floor. However, tasks involving fine detail work, such as drawing or assembly work, may require up to 100 foot candles. Several specific suggestions may be helpful at this point. For minimum lighting intensities, see *American Standard Practice for Industrial Lighting*, A 11.1-1952.

40. All reflectors should be cleaned regularly. Dirty lamps and reflectors may absorb 50 per cent of the available light. Overhead lights should not be used without reflectors. Lights

(Continued on next page)

Coordinating Safety in Industrial and Vocational Education Programs

(Continued from preceding page)

on machines or at benches should be shielded. Lights should not be placed so that the worker's shadow is in his work. Reflected glare from machinery surfaces should be eliminated.

41. It should be a school practice regularly to call in the engineers from the local light and power company to assist in inspecting the lighting facilities in each shop. These authorities can provide assistance in solving lighting problems or in improving lighting systems.

42. Color is an important factor in providing a proper shop environment. Standard colors are available for marking physical hazards, for indicating the location of safety equipment, and for identifying protection equipment. These are specified in the American Standard *Safety Color Code for Marking Physical Hazards and the Identification of Certain Hazards*. This code can be obtained through the American Standards Association.

43. Proper ventilation in the school shop has to solve two problems:

- ▶ removing dusts or vapors so they do not constitute a hazard, and
- ▶ maintaining healthful working temperatures without creating harmful drafts.

Many school shops are deficient as regards the proper removal of dusts or vapors. It will be wise for the safety coordinator to check the ventilation codes in his community to see if the school equipment meets the local or state standards.

44. Proper machine guarding is highly important. Constant attention needs to be given to this part of a safety program. The several data sheets and other references included herein contain useful information about machine guarding in the several types of industrial education shops. The safety coordinator should make it his duty to see that each instructor studies and; more important, carries out the guarding provisions described in these references.

45. Regular and systematic inspections of hand tools are necessary if accidents are to be avoided. Such inspections may well become a part of the safety instruction program in which the students themselves are asked to make proper inspection of edge tools, the handles on tools and all other conditions or practices that may be conducive to accidents.

46. Constant attention is necessary with respect to electrical hazards. The safety coordinator should make certain that all electrical devices are properly grounded. This point should be stressed in contacts with individual instructors.

Special attention should be given to portable lamps and cords.

47. All wiring should conform to the requirements of the *National Electrical Code*.

48. All pressure vessels should meet the specifications of the American Society of Mechanical Engineers' *Boiler Construction Code*. Wherever air tanks and other pressure vessels are used in the shop, both the instructor and the safety coordinator should satisfy themselves that the necessary standards are being met.

49. State, city and insurance company inspectors can render valuable service in determining the fitness of pressure equipment or in observing other safety precautions that may require professional assistance.

50. Finishing rooms and storage compartments should be inspected regularly. Students are apt to become careless unless constant attention is given to the proper handling and storage of flammable materials. Daily practices should reflect established standards of safety.

51. Each industrial education shop should contain a properly equipped first-aid cabinet. It should be a duty of the safety coordinator to make sure that each cabinet is properly stocked. Also, he should see that each instructor understands the basic elements of first-aid.

52. One important point should be added. Many unsafe conditions and unsafe acts will not be discovered by physical inspections alone. Reviewing past injury causes and observing students at work are two additional means of uncovering potential accidents before they happen.

Safety Instruction

53. The will to work safely develops from an understanding of what accidents are, how costly they can be to an individual, his family and his industry, and how they can be prevented. If such an understanding and attitude can be developed in an industrial education program this will be of as much value as the vocational skills that are learned.

54. An accident is "any unintentional and unexpected interruption to established routine." In terms of this definition, there may be no injury present, but an accident can still have occurred. An important objective in safety education is to help the students learn that an accident can result in severe financial loss even though no personal injury may occur.

55. Accidents are valuable only as they teach us how to avoid similar accidents. It is important that "no injury" accidents be treated

exactly as though an injury has occurred, since this offers an opportunity to correct unsafe conditions or unsafe practices *before* an injury occurs.

56. The safety coordinator should see that proper safety instruction is offered in every industrial education class. Separate classes are sometimes provided for the training of industrial safety personnel. In a school environment, proper safety instruction should be a part of the day-by-day teaching, although some instructors may wish to include distinct teaching-learning units in which safety objectives are primary. An important starting point is to make certain that each instructor is aware of the need for proper safety instruction and that he proposes actively to do something about it in his daily teaching.

57. One of the surest ways to establish an effective safety program in the school shop is to select instructors who practice safety in their everyday actions.

58. Safety training should start the first day the student enters the shop and continue as long as he is there. Each student should have an opportunity to serve as safety engineer, on a safety committee or an inspection committee. This is one means of helping each learner to develop a "safety awareness" which should lead to the development of individual safety habits.

59. The school shop safety instruction program serves a dual purpose. It must produce safe workers not only for the immediate school shop situation but also for the industrial and home counterparts later on.

Accident Reporting and Analysis

60. One of the outstanding weaknesses of present school shop safety programs is failure to keep adequate records of accidents. This is one area in which a safety coordinator can take immediate steps toward improvement. Each school system should have an accident report form on which the teacher can record each accident as it occurs.

61. An adequate report indicates the circumstances leading up to the direct causes of the accident and the nature and amount of attention the injury received. Several researches on school shop safety have noted the lack of uniformity in the report forms used by schools, thus making it difficult to assemble data that can be useful for instructional purposes. The report should be made out by the student and reviewed by the class, making both student and teacher responsible.

62. The National Safety Council provides,

without charge, a sufficient number of original report forms and summary sheets to cover all anticipated accident reports for the first year such records are kept. It is recommended that individual schools avail themselves of this service, both as a means of gathering accurate data concerning accidents in the school and to aid in the process of obtaining nationwide information that can be useful for comparative purposes.

63. Accident reports should be compiled and analyzed at least twice each year. The summarized information can be very useful for instruction purposes; in fact, the students may take an active part in summarizing, analyzing and coming to conclusions about the accidents that have occurred.

a. A composite shop accident report for the entire school system may be made annually. This report can be compiled from individual shop accident reports and can be valuable in determining the shops where improvement is most needed.

Selected Information Sources

64. A wide variety of useful instructional materials has been developed to aid the instructor in helping his students learn safe work habits. While these aids will not take the place of the instructor, they can help him to become better informed and to be more effective in his approach to safety education. The safety coordinator should be well acquainted with the references listed below. He will want to assemble a library of additional materials and to keep abreast of new safety publications as they appear. In certain instances, each instructor should be given specific publications that pertain to safety practices in his particular shop.

65. *Safety Education in the School Shop*. 68 pp. Illustrated. Chicago, Ill.; National Safety Council. 1948.

66. *Shop Safety*. 32 pp. Illustrated. Chicago, Ill.; National Safety Council. 1949.

67. *Accident Facts*. (Complete summary of U. S. accident experience—all causes.) Illustrated. Chicago, Ill.; National Safety Council. Issued in July.

68. *Accident Prevention Manual for Industrial Operations*. 1341 pp. Chicago, Ill.; National Safety Council. 1956.

69. Safety Education Data Sheets, Nos. 15—*Hand Tools*; 41—*Home Workshops*; 46—*Safety in the Woodshop*; 50—*Safety in the General Metals Shop*; 53—*Safety in the Machine Shop*; 56—*Welding and Cutting Safely*; 57—*Safety in the Auto Shop*; 64—*Safety in the Graphic*

(Continued on next page)

Coordinating Safety in Industrial and Vocational Education Programs

(Continued from preceding page)

Arts Shop; 68—*Safety in Do-It-Yourself*; and 78—*Safety for Amateur Electricians*. School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois. Illustrated.

70. The above safety references should be available in every department of industrial education. A newly appointed safety coordinator will want to study these references carefully. He will find many additional sources included in these publications. Also, he should write to the National Safety Council's School and College Division for counsel and advice in carrying out the duties assigned to him. The following references, though not exhaustive, may be added to the safety library as resources permit.

71. *The School Shop Safety Manual*. 240 pp. New York, N. Y.; Board of Education of the City of New York. 1948.

72. *Shop Safety Education*. The State Education Department. 319 pp. Illustrated. Albany, New York; The University of the State of New York. Distributed by Delmar Publishers, Inc., Albany, N. Y. 1949.

73. *Ohio School Standards—A Guide for Industrial Arts Shop Planning*. 40 pp. Columbus, Ohio: Department of Education, State of Ohio. 1949.

74. *Safety Instruction Cards*. Chicago, Ill.; National Safety Council. Index available.

75. *Safety Factors in Shop Planning*. Wayne P. Hughes. *School Shop*, April, 1948. p. 7 f.

76. *ABC's of Hand Tools*. 48 pp. Illustrated. Detroit, Mich.: General Motors Corporation. 1945. Free.

77. *Industrial Safety Education in Schools*. School Health Monograph No. 10. 48 pp. New York, N. Y.: Metropolitan Life Insurance Company.

78. *A Program of Industrial Arts Accident Reporting for the State of Minnesota*. Howard R. Walton. 113 pp. Minneapolis, Minn.: University of Minnesota, Department of Industrial Education. Unpublished Master's paper. 1955.

79. Many research papers at both the Master's degree and Doctor's degree level have been concerned with the problem of safety in the school shop. The safety coordinator who wishes to avail himself of such studies will find the following reference available:

80. *Research in Industrial Education—Summary of Studies*. 1930-1955. 527 pp. U. S. Department of Health, Education and Welfare. Available from Superintendent of Documents, Government Printing Office, Washington 25, D. C. \$1.75.

81. *School Shop—Learn Safe Work Habits Here!* Joint publication: U. S. Department of Health, Education and Welfare, and U. S. Department of Labor. 1955. Superintendent of Documents, Government Printing Office, Washington 25, D. C. 10 cents (25 per cent discount on orders of 10 or more to one address.)

This data sheet prepared for the National Safety Council by William J. Micheels, professor and chairman, Industrial Education, University of Minnesota, Minneapolis, Minnesota.

Safety Education Data Sheets available are:

- | | | |
|--|--|--|
| (1) Bicycles | (30) Winter Driving | (58) Winter Walking |
| (2) Matches | (31) Night Driving | (59) Safety in the High School |
| (3) Firearms, Rev. | (32) Winter Sports | Chemistry Laboratory |
| (4) Toys and Play Equipment | (33) Traffic Control Devices | (60) Safety in the Farm Mechanics Shop |
| (5) Falls | (34) Safe Conduct in Electrical Storms | (61) Floors in the Home |
| (6) Cutting Implements | (35) Poisonous Reptiles | (62) Hazards of Discarded Iceboxes |
| (7) Lifting, Carrying and Lowering | (36) Motor-Driven Cycles | and Refrigerators |
| (8) Poisonous Plants | (37) Animals in the Classroom | (63) School Bus Safety: Educating |
| (9) Electric Equipment | (38) Railroad Trespassing | Pupil Passengers |
| (10) Pedestrian Safety | (39) Bad Weather: Hazards, Precautions, | (64) Safety in the Graphic Arts Shop |
| (11) School Buses—Administrative | Results | (65) Safety in Part-Time Jobs: |
| Problems (Rev.) | (40) School Parties | Food Handling |
| (12) Flammable Liquids in the Home | (41) Home Workshops | (66) Baby Sitting |
| (13) Passenger Safety in Public Carriers | (42) Horseback Riding | (67) School Dramatic Productions |
| (14) Chemicals | (43) Hiking and Climbing | (68) Safety in "Do-It-Yourself" |
| (15) Hand Tools | (44) Hook and Line Fishing | (69) Playground Apparatus |
| (16) Nonelectric Household Equipment | (45) Summer Jobs—Farm | (70) Safety with Kites and Model |
| (17) Sidewalk Vehicles | (46) Safety in the Wood Shop | Airplanes |
| (18) Camping | (47) School Fires | (71) Safety in Sports: Baseball |
| (19) Alcohol and Traffic Accidents | (48) Unauthorized Play Spaces | (72) Safety in Sports: Football |
| (20) Cooking and Illuminating Gas | (49) Bathroom Hazards | (73) School Bus Safety: |
| (21) Solid and Liquid Poisons | (50) Safety in the General Metals Shop | Operating Practices |
| (22) Safety in the Gymnasium | (51) Safety in Pupil Excursions | (74) Playground Surfacing |
| (23) Laboratory Glassware | (52) Highway Driving, Rules, Precautions | (75) Safety in Sports: General Practices |
| (24) Places of Public Assembly | (53) Safety in the Machine Shop | (76) Safety in Bad Weather Conditions |
| (25) Fireworks and Blasting Caps | (54) Summer Jobs: laborers, home yard, | (77) Safety in Sports: Basketball |
| (26) Domestic Animals | service-stations | (78) Safety for Amateur Electricians |
| (27) Swimming | (55) Motor Vehicle SPEED | (79) Coordinating Safety in Industrial and |
| (28) Small Craft | (56) Welding and Cutting Safely | Vocational Education Programs |
| (29) Play Areas | (57) Safety in the Auto Shop | |

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at \$3.89 each for one to nine copies.

direct cost. So few school people even know the direct costs, that it is not surprising we know almost nothing of the indirect costs of school accidents. Research in preparation for this paper indicated an almost complete ignorance on the subject in most quarters. And this ignorance is tragic because enormous sums of tax money are going down the drain for failure to do something about school accidents. The U. S. Bureau of Standards, in cooperation with the National Safety Council, found that in general accidents, for every dollar paid in direct costs for compensation and medical payments, the indirect costs will be an additional \$4, in lost time, damaged equipment and property, and other such hidden but very real money-wasters. This four-to-one ratio is generally regarded as ultra-conservative.

The Los Angeles Board of Education released a study of accidents in August, 1955, outlining some very interesting indirect costs. As a result of 4,778 man-days lost due to accidents in one year, the cost of salaries for substitutes alone amounted to \$68,000, or the equivalent of 26 full-time employees for the year. The added cost of sick-leave benefits was \$40,000 for the year. Therefore, on these two items alone, the indirect cost for one year was \$108,000. And a five-year study of bus accidents by Pennsylvania's Department of Public Instruction, showed another kind of indirect cost, a \$90,000 bill for property damage.

Yes, public schools are big business, and accidents are bad business. And safety is good business, in schools as well as in industry.

The National Safety Council's data shows that it's not so much *what* you work at, as *how* you do it. Auto manufacturing plants have fewer accidents than department stores, shipyards fewer than hotels, and chemical plants fewer than hospitals. Yes, even in schools safety pays off in dollars and cents, as the experience of the Los Angeles school system shows. One further example on another school level: in 1950, the California Institute of Technology introduced a safety program; in two years it lowered its loss ratio from 97 per cent to 29 per cent and saved 42 per cent of its insurance costs.

A few statistics are significant: in 1940, the accident death rate for children aged five to nine was 30.6 deaths per 100,000. This dropped to 29.5 in 1945, to 22.6 in 1950, and to 19.2 in 1955. Obviously, school safety programs are only one part of this remarkable improvement, but the figures show what can be done when a concerted effort is made.

Conclusion. Why do so many school people know so little about the costs of school accidents? I have a theory, and not a complimentary one. Can it be that they are ignorant of the financial costs of school accidents because they are shielded from public gaze by the doctrine of governmental immunity from liability? Because they don't have to account publicly for the costs of school accidents? Industry is worried about accidents because they affect profits in a very visible way. Do school boards have any moral right to run their business less efficiently by failing to eliminate the unnecessary costs of avoidable accidents?

In fact, in many respects a school board has greater moral, if not legal, obligations in the accident prevention field. Its obligations run to four general groups of people:

- ▶ *Employees.* Why should a school board, as employer, have any more right than any other employer, to be negligent to its employees without penalty?
- ▶ *Its Captive Audience,* the pupils who are required by law to attend school;
- ▶ *The General Public,* who may legally enter upon school premises; and
- ▶ *The Taxpayers,* who have a right to expect and demand efficient and economical administration of the school's business.

Under the legal doctrine now prevailing in most of our states, school boards are authorized to dodge one aspect of their operating responsibility, payment to those who are negligently injured. To resort to the "King Can Do No Wrong" philosophy to justify this result is not only archaic, but unfair and unjust. The whole community pays for the school building, for light, heat, books, etc., why should the injured pupil or teacher supply, out of his own pocket, an item that is an operating cost of the school budget—in fact, if not in law?

The present rule is completely inconsistent with all modern concepts of social responsibility. It places the responsibility upon the injured person for a disproportionate part of the normal operating cost of activities undertaken for the benefit of the entire community. The increasing efforts by courts and legislatures, and by self-insurance plans, indicate the growing realization of the fundamental inhumanity and impropriety of continuing a centuries-old rule which has lost all meaning in our present-day life.

I hope serious consideration will be given to the statutory elimination of governmental immunity for liability for school accidents.

Ask Mr. Patch-it!

First, second and third graders in the Cleveland, Ohio, public schools have their safety lessons re-inforced when once a week they settle down in their seats and listen to Mr. Patch-it, a genial toy store owner who has some very wise things to say about every-day safety . . .

"HELLO, friends. . . It's radio time again, and the title of our story today is *Homework*. It begins with the boys and girls in Mr. Patchit's shop, looking at their favorite toys, the musical ones . . ."

Classrooms in public elementary schools all over Cleveland grow quiet as first, second and third graders settle down for another session with one of their favorite radio characters, "Mr. Patchit." The genial man, imaginary owner of a toy shop, has become a vehicle for health and safety teachings to approximately 10,000 of our Cleveland six-, seven- and eight-year-olds, who find the experience of Mr. Patchit and his small friends strangely similar to those of their own everyday lives. By listening to the program in their classrooms and learning how Mr. Patchit applies health and safety rules to familiar situations, they learn how to take precautions, how to avoid or cope with dangerous situations in everyday life.

Ask Mr. Patchit is one of a current series of safety radio programs planned by the Cleveland Public Schools' Division of Instruction as an integral part of the teaching program in the primary grades. The programs are broadcast on school time over WBOE, FM educational station owned and operated by the Public Schools. Scripts are written and produced under the supervision of Ray N. McFarlin, our supervisor of safety instruction, and Edwin

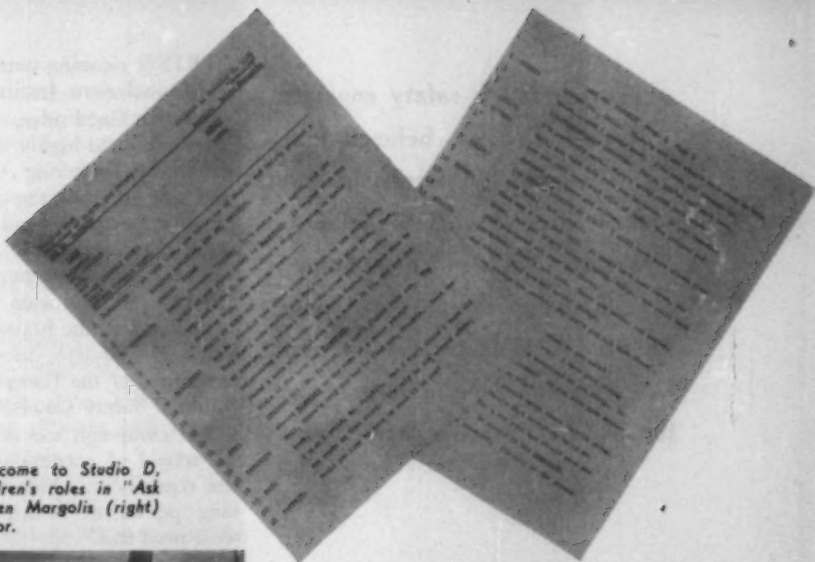


L. Kregenow, supervisor of health instruction, with the assistance of principals of the Curriculum Centers, and the administrative staff of WBOE. Pupils have a real part in the programs, as they are selected out of various classrooms in the city to take part.

The stories are written in dramatic form and are based on the vital, day-by-day experiences that the children are having. The content of each broadcast is geared to the primary curriculum, and each broadcast emphasizes one specific safety skill.

In the *Ask Mr. Patchit* series, all the neighborhood children flock to Mr. Patchit's toy store, not only to see his toys and to have toys repaired, but mostly just to visit with Mr. Patchit, who happens to be a warm-hearted, friendly man, deeply concerned about the welfare of his young customers. In his paternal way, Mr. Patchit explains to the children how they came to have certain problems and how best to solve them, or prevent them.

After the radio story is told, and the listener



Left: Elementary children come to Studio D, WBOE, to enact the children's roles in "Ask Mr. Patch-it." Author Helen Margolis (right) reads the part of the narrator.



Above: "Homework" is the title of this script for the "Mr. Patch-it" show. The broadcast emphasizes putting one's toys away at home so that no one will slip and fall on them and get hurt.

Left: Second graders hear "Ask Mr. Patch-it," take part in discussion.

By Helen Margolis
Elementary Script Writer
Divisions of Safety and Health
Station WBOE
Cleveland, Ohio

has been indirectly taught correct safety procedures, Mr. Patchit steps out of his story role and talks directly to his radio audience.

He asks them questions to see how much they have learned from the broadcast, and sufficient air time is allowed for pupils to give their answers to the class, under the teacher's supervision. This little device not only gives added emphasis to safety facts pertinent to the broadcast, but it sharpens the child's personal interest in safety and relates the message directly to his own actions. It also establishes a strong bond of friendship between Mr. Patchit and the children we are trying to influence. As the listeners begin to feel a warm attachment for Mr. Patchit, they also develop, unconsciously, friendly and wholesome attitudes to what Mr. Patchit is teaching—safety principles. They are motivated to put into practice all the skills which Mr. Patchit stresses.

No attempt is made to preach, scold or threaten. We do not consider it either desirable or effective to instill fear into the minds of the

children. Instead, we try to create in the minds of our small listeners a desire to emulate the child whose actions are mature and sensible, and to feel sympathetic and helpful toward the child who has been careless and thoughtless.

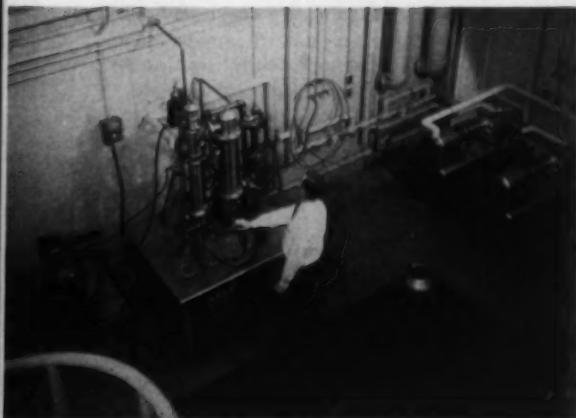
Of course, safety and health lessons do not end with the broadcast. The programs are actually a springboard for further activity, discussion and motivation in the fields of safety and health. Pupils make booklets, charts and posters. They write letters to Mr. Patchit. They give assembly programs based on the learnings which were developed in the broadcasts.

Evaluation is a very important phase of our radio work. Teachers from representative districts send in comments following each program. A committee of teachers and principals meets periodically to review the series in its entirety and to plan for the future.

In the final analysis, it is the teacher who, working closely with the child as she does day after day, can best advise us of his needs and measure for us the progress we are making.

M.I.T. safety engineer
Mark J. Dondero believes that
good house-keeping and
good accident records are related,
instituted a Clean-Up-for-Safety
campaign designed not only
to get rid of unnecessary stored
material, but also to make
the M.I.T. campus a safer place.

A "Sweeping" Success at M.I.T.!



A lab free of stored materials makes work safer and easier for this M.I.T. lab technician working on a concentrated fruit juice project.

By Sid Cato

SPRING cleaning came five months early to Massachusetts Institute of Technology.

But the Cambridge, Massachusetts, school's ambitious—and highly successful—undertaking, though not adhering to traditional clean-up time, not only saw the campus cleaned up, but a most important secondary goal—that of creating a *safer* environment in this 6,000-student technical school—accomplished.

MIT's institute-wide fall clean-up-for-safety campaign was the brainchild of safety engineer Mark J. Dondero, member of the executive committee of the Campus Safety Group of the National Safety Council.

The campaign was designed primarily to rid the school of accumulated material and obsolete equipment, which had been stored over a long period in anticipation that "some day we'll need this."

"This is more or less what each of us does in our own home; and while the material may be piled neatly and appear neat, it is taking up space that can be used for more useful purposes, for modern equipment and, thus, safer facilities," said Dondero.

Mr. Dondero pointed out, before the campaign began, that the prevention of occupational accidents had been correlated with good housekeeping and good accident records, and that good housekeeping was invaluable in reducing fire incidence.

Observing that this might be a chance for the school—which, because of the technical nature of its research program, has accident hazards uncommon to most educational institutions—to "discard things that have been collecting dust for years," the MIT Safety Council urged co-operation in the campaign. The degree of "cooperation," though, far surpassed officials' greatest expectations.

The campaign, scheduled for the close of October by the school's Safety Council and Safety Committee, was preceded by a well-planned effort that included sending notices to department heads, faculty members, project supervisors, group leaders, foremen and supervisors.

A sample envelope—containing an informational letter, several pick-up tags, three posters and a form to be used by pick-up men—was mailed a week before the starting date. Further, news releases were sent the *MIT Union News* noting that the aim of the campaign was to reduce fire hazards and make working conditions safer by "ridding laboratories, shops and offices of accumulated, unwanted material and equipment."

MIT's plan of attack was this.

► Put up posters featuring a broom, and a pair of eyes peering from a Mars-like gadget, and proclaiming that "It's a safer place with a cleaned-up face."

► Place on desks and benches before working hours on October 31, day the campaign was to get under way, another type of flyer, this a brilliantly hued "invitation to a good house-keeping party."

► Distribute to all personnel on November 1 another flyer, this a self-rating list.

► Distribute a sample form pick-up men would use in recording amount and type of rubbish collected.

► Prepare tags for use on discarded items so pick-up errors would be avoided.

The carefully laid time schedule was virtually for naught: the day before the drive was to start it became evident that something would have to happen—and in a hurry!—if crews were to keep pace with what appeared, from the barrage of advance phone calls, would be an avalanche of old equipment.

So pick-up activities were begun a day ahead of schedule. End of the scheduled two-day campaign came some seven days later when the last official load was deposited in the dump and weary pick-up crews resumed normal operations. Many sections disposed of their own material. But regular crews recorded 53 truck loads and 200 barrels of trash emptied into the dump. Eight tons of material were salvaged. Fourteen truck loads of chemicals went to "live storage" and two truck loads were junked.

Safety engineer Dondero, commenting later on results of the campaign, said he was "certain that much-needed space, which was formerly occupied by the (now-discarded) material, is now available for more productive effort." He said he was "sure that fire hazards and potential for personal injury" were greatly reduced by the campaign of the two safety groups.

The Safety Committee of MIT is composed almost equally of staff and non-staff members. Areas of responsibilities have been established and one staff and one non-staff member assigned to each. Its two-part monthly meetings are hour-long. Half of the time is allotted new business, discussion of new problems and methods of attacking them, and discussions of previous recommendations and action taken. The other half is devoted to a guest speaker, showing of a film, or a demonstration.

The Safety Council, meanwhile, is a staff organization, meeting whenever necessary. It



Above: Two of the posters used in M.I.T.'s "Clean Up for Safety" campaign.

functions as a policy-forming group and acts in an advisory capacity on matters pertaining to safety. Members obtain clarification on matters of policy from the chairman of the group, who calls meetings if he thinks they're needed.

And from the program these two groups undertook came untold benefits to students of the Massachusetts institute, who could see first-hand how good house-keeping is linked with safety and fire prevention. The casual visitor looking over the MIT campus would notice no marked difference in the appearance of the Institute, but in the shops, labs and classrooms there is more space available, less crowding and generally safer conditions because of the clean-up campaign.

Peter=



THIS is the story of Peter's accident. Or was it an accident?

It all started because the puppy wiggled all over when he wagged his tail. Peter loved him at first sight. And he was sure the puppy returned his affection. He'd found The Pup on the way home from school, obviously a stray. Peter knew how his mother felt about dogs . . . but just maybe he could *smuggle* him up to his room.

It had worked, but not for long. How can you explain to a small puppy that he must be quiet? The Pup just naturally yipped with joy when Peter came back to see him after fetching a few tidbits from the kitchen. And that was the end, or rather the beginning, depending on how you look at things.

Peter's mother was furious. She shoved The Pup out the back door and ordered Peter to go to his room and wait until his father came home.

When Grandfather Ebenezer heard about The Pup he tried to intervene. Grandfather Ebenezer was an amazing person. Some said he was decidedly queer, touched in the head. He told wondrous stories of far-away places and times, and talked of Griffins, dragons and unicorns as though they were just around the corner. Peter knew the old man was a rare and wonderful person. But Peter's mother wouldn't listen to his eloquent persuasion. She told him he was a "muddle-headed old fuddy-duddy" and could just keep his nose out of her business.

Grandmother Martha overheard this conversation and she didn't like it one bit. She knew her Ebenezer was no muddleheaded old fuddy-duddy. She was so angry about it that she could not keep her mind on her quilting. Grandmother Martha was known far and wide for her colorful crazy quilts. She made them from bits cut from the gay dresses she'd buy and then be afraid to wear—afraid because the neighbors might laugh at an old lady trying to look like a young peacock. She would let Peter choose samples of crimson, gold and blue to tuck in his pocket against a lonely moment.

When Peter's father came home from work he was in a bad mood. Peter's father's boss's wife had decided she wanted a trip to Florida. Peter's father's boss had decided he couldn't afford a trip to Florida for his wife. Over the breakfast table she had said a lot of nasty things about his incompetence as a breadwinner. All that day, Peter's father's boss was sore about the things



By Ruth Cunningham

his wife had said. He told Peter's father he was inefficient and would have to mend his ways if he wanted to keep his job. When time came for the whipping on which Peter's mother insisted, Peter's father hit harder than necessary. But it was understandable, perhaps. Peter's father's boss's wife made life miserable for Peter's father's boss who made life miserable for Peter's father so he made life miserable for Peter.

Grandfather Ebenezer had no stories to tell that evening. Grandmother Martha had put her quilting away so there were no bright samples to tuck in one's pocket against a lonely moment. The Pup was out in a cold, unfriendly world. Peter cried himself to sleep.

The next day was the day Miss Bishop decided to give reading tests to Peter's second grade. Miss Bishop was ambitious. She had decided she'd have the very best second grade language program in the city, or in the whole state, or maybe, the best in the entire nation. She worked hard at it. For example, one day Peter had burst forth with, "Miss Bishop, them clouds is like pink kittens, ain't they?" Miss Bishop had been very patient. She'd said, "Peter, you know better than that. We don't say 'them clouds is' or 'ain't'. Now try again." But Peter refused to repeat the sentence; so Miss Bishop had concluded he was a stubborn boy and had found it necessary to put a poor mark on his report card.

The testing of reading was part of the ambitious language program Miss Bishop had undertaken. She warned the boys and girls they must do their very best. Everyone, including Peter, worked very, very hard. When the papers were collected, Peter's happened to be on-top. It wasn't hard to see that he hadn't done much. There were lots of blank spaces and nothing else but smudges and scrawls. This was most annoying to Miss Bishop. How could she have a good language program if Peter wouldn't do well on tests? Of course, she'd known all along that Peter couldn't read, but his poor performance on the neatly standardized test made it a more final, formidable and unfortunate fact. It was the last straw. She made Peter stand up in front of the class while she said, "Boys and girls, look at Peter. He's a booby who can't read." The other children laughed and laughed.

Finally, the school day was over. As Peter walked from the classroom he thought about the misery of the world. He was a booby. It must be so: the teacher had said it and the other boys and girls had laughed. His father whipped him hard, very hard. Grandfather Ebenezer had no more stories to tell him, and Grandmother Martha gave him no more gay scraps. His mother had chased away The Pup, and—Just then Peter, as he started down the stone steps in front of the school, stumbled and fell. When they picked him up at the bottom of the steps, he was badly bruised and had a broken arm.

In the school's records Peter's fall was listed as an accident. Was it an accident?●



As a memorial to Ruth Cunningham, professor of education, Columbia University, who died recently, SAFETY EDUCATION is reprinting "Peter."

"Peter" may be Dr. Cunningham's only direct contribution to safety education. But in her work of helping teachers understand boys and girls and in helping teachers help boys and girls understand themselves, we believe she may have made a greater contribution to safety than that made by some of us who have devoted our lives to safety education.

IT'S high time that people charged with the responsibility of teaching driver education in our high schools reappraise their driver education programs. In doing this, one question should always be kept in mind: "Are we attaining the objectives of our course as outlined by the 1953 National Conference on Driver Education?"

Many instructors are teaching only enough to get the student "by" the state licensing examination. This is not only a grave injustice to the student, but it does not improve the position of driver education, which should be placed on a par with other subjects in the curriculum. Most important of all, the course does little to reduce traffic accidents!

As everyone knows, a course in driver education must go far beyond the point of training the student in the mechanical skills necessary to operate a motor vehicle. It must give him the knowledge, skill and proper attitudes to drive safely on our streets and highways.

The driver education teacher, of course, must deal with many pressures and problems. Because of the per-student cost of the course, he must get as many students "through" the course as possible—in a short period of time. Also, because of pressure from administrators and many other problems, he must limit his course to the bare fundamentals. The instructor must

In your driver education program . . .

Is Your Teaching Dir

combat these problems with every weapon at his command if driver education is to be accepted in its rightful place in the school curriculum.

There are certain standards by which a driver education program may be evaluated. If high school authorities are going to keep the standards of driver education up to the level at which they should be maintained in order to reduce accidents, which is the primary purpose of the driver education course, the following 16 points need to be considered.

This evaluation has been prepared by A. R. Lauer, professor of psychology and director of the Driving Laboratory, Industrial Science Research Institute at Iowa State College, Ames, Iowa. The exact weighting of each of these points is not definitely established. We shall

Driver Education Evaluation

1. Does the school own the training car the same as it owns other equipment?
Yes _____ No _____
2. Is regular credit given for the driver education course? Yes _____ No _____
3. Is the course given to students before they start driving on their own?
Yes _____ No _____
4. Is your instructor as well prepared in terms of credit courses taken in college as are teachers in other fields?
Yes _____ No _____
5. Are the objectives of the course set far above that of merely coaching persons for the driver's license examination, and is it science-oriented?
Yes _____ No _____
6. Do your students have a standard textbook individually owned or loaned to them by the school? Yes _____ No _____
7. Do your students own and use a standard laboratory manual?
Yes _____ No _____
8. Are your students required to do homework and outside projects in driver education? Yes _____ No _____
9. In the classroom work, is at least four-fifths of the time used in discussion as compared with one-fifth of the time given to road training? Yes _____ No _____

Directed Merely to the Driving Exam?

... or are you concentrating on saving lives, too?

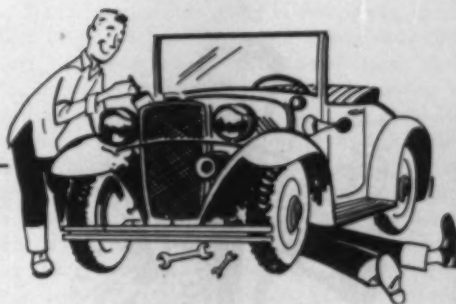
By A. R. Lauer
Professor of Psychology and
Director of the Driving Laboratory
Iowa State College
Ames, Iowa

and Ivan Eland
Senior Consultant
National Safety Council

pose each item in the form of a question, which you are to mark by answering *yes* or *no*.

Answer the questions carefully to the best of your ability. Then turn to page 40 to see how your driver education program rates. Are you teaching driver education merely to enable students to pass the state driver licensing examination—or are you teaching to save lives from deadly traffic accidents?●

Many driver education instructors are teaching only enough to get their students "by" the state licensing exams. This defeats the purpose of driver education, say the authors. They ask you to take this little program evaluation quiz, see where your driver education program rates . . .



Evaluation Inventory

(The answers are on page 26)

10. Do you use models, car parts, and other types of aids in teaching driving?
Yes_____ No_____
11. In the use of a film, is there preparation made for the film, and is it shown more than once so pupils may have a chance to discuss it?
Yes_____ No_____
12. Do you stress the study of attitudes and traffic problems in your course?
Yes_____ No_____
13. Is the same amount of examination time required of driver education students as of other students receiving similar credit?
Yes_____ No_____
14. Do you have a special classroom or laboratory to be used as a home room for driver education?
Yes_____ No_____
15. Do you have an off-street practice area for use of the driver education classes when needed?
Yes_____ No_____
16. Does your teacher spend part of each class hour discussing advanced problems of safe driving?
Yes_____ No_____

Help Wanted

School system needs capable person with the following qualifications:

► **Education**—MS or Ed.D in fields such as health education, recreation and safety, industrial arts education, elementary education, secondary education, guidance, physical education, etc.

► **Experience**—Instructor in fields such as industrial arts, physical education, health; guidance counselor, curriculum coordinator, department chairman, coach, or recreation director, etc.

► **Hobbies**—Sports, hiking, camping, golf, farming, house tending, woodworking, etc.

► **General personal requirements**—Clarity of purpose, leadership, initiative, dependability, steadfastness, integrity, tirelessness, humanity, and a definite sense of humor.

► **Clubs**—Civic and social clubs with safety, education, welfare and community betterment emphasis.

► **Interests**—People of all kinds, group work, activities production, dramatics, active participation in civic affairs.



Wanted: A Job Analysis For Safety Supervisors

Just what are the duties and responsibilities of a safety education supervisor? A job analysis, which should be useful to administrators and school boards in setting up goals for school safety education, is in the process of being written by members of the Safety Education Supervisors Section, will bring supervisors "full circle" from their beginning activities eleven years ago . . .

*By the Executive Committee
Safety Education Supervisors Section
Cecil G. Zaun, Chairman*

DO YOU know anyone who answers to the listed qualifications? If you do, he is a composite of the many persons now working as safety education supervisors throughout the United States. Should you know of a person of this type now unofficially carrying the responsibilities of a safety education supervisor and who is interested in taking over a job in supervision of safety education in a city school system, how would you tell him what his job would entail?

In answer to the need of administrators wishing to appoint a supervisor of safety education and persons interested in becoming supervisors, a job analysis is now in process of collective writing by the Safety Education Supervisors Section of the National Safety Council. Using its statement of Recommended Standards for Administration developed several years ago, the Section in 1955 surveyed its members and in its Tenth Anniversary Study set down what it found to be the actual activities of supervisors in carrying out the objectives of the Recommended Standards. From this survey comes the present program—to write concrete and specific duty statements for the supervisor of safety education.

This job analysis will be prepared as a co-operative venture by all members of the Safety Education Supervisors Section. Upon completion, it should be useful to administrators and school boards in setting goals for the person or persons responsible for providing a safe school environment and educating safety conscious children who will apply their safety learnings in future life.

Each safety education supervisor affiliated with the Safety Education Supervisors Section of the National Safety Council is being asked to write a part of the final job analysis to be compiled within the next few months. A brief and concise statement of what ought to be done by the ideal supervisor in the course of a year's program in safety education will be prepared by a successful supervisor actively engaged in safety education. Each supervisor responding will be asked to write only a part of the complete job analysis.

The following statement made as a job analysis of the activities necessary to the collection, analysis and use of data from accident reports is a duty statement sample for the individual supervisor to follow in drawing up his statement on one phase of the recommended standards.

Job Analysis

► Uses the Standard Student Accident Report System with IBM, Keyport or other variations

to provide a logical and speedy system of data collection which lends itself to easy initiation, filing and retention, and analysis.

► Systematizes and routinizes the data services in order to make the system work without his own personal attention to all details.

► Draws the most important and thought-provoking facts from the raw data and prepares statements which explain causation and provides bases for solution of accident problems.

► Prepares the statistical data and the statements (third point above) for professional use of administrator, teacher, public official, national organization, and interested citizens.

► Refines, shortens and highlights the complete statistical report to give it the readability and brevity it needs for use by the student and most laymen.

► Encourages students, teachers and interested adults to use the statistical highlights as discussion starters in the form of graphs, spotmaps, stick figure representations and other graphic means of provoking thought about safety.

► Makes the data available periodically to as many "lieutenants" in safety education as he can reach by personal contact, telephone, etc.

When the current study is completed, members of the Safety Education Supervisors Section will have come "full circle" from their beginning activities 11 years ago in trying to determine just what the duties and responsibilities of a safety education supervisor were. They have refined the initial collection of activities of a safety education supervisor into a statement of administrative standards which has been distributed and used widely in helping administrators to recognize the activities necessary to proper functioning of safety education in a school system. From these standards, they developed a Tenth Anniversary Study which represented the actual activities of safety education supervisors as they carried out the "Recommended Standards" in day-by-day activities. Now, logically, comes the present step of producing a job analysis of use to the individual supervisor as a standard for the improvement of his own work and to the school administrator as his means of obtaining, appointing, and evaluating the work of a safety education supervisor in his school system.

The proposed study should not only maintain but enlarge the scope of the Safety Education Supervisors Section and provide leadership in its function as spokesman for the safety education phase of administration and curriculum development in the public schools of the United States●

4 Reasons Why



Students Like It —

In New York City Schools where Drivotrainers are installed over 90% of the students said that the Drivotrainer helped them to develop good judgment, good sportsmanship and gave them experience handling emergency situations. 97% of the students in Los Angeles Drivotrainer classes concurred.



Parents Like It —

Parents like the fact that their youngsters are introduced to driving gradually and safely. They appreciate, too, the emphasis which the Drivotrainer course places on developing the good attitudes and sense of responsibility necessary to safe driving.



Teachers Like It —

Teachers in New York City and four other cities using the Drivotrainer said that it was more effective than conventional training methods in "teaching wholesome driver safety habits, helping the student learn practical judgment in traffic situations, developing good attitudes, and developing good judgment in emergency situations."



Administrators and School Boards Like It —

Administrators and School Boards of schools where Drivotrainers have been installed have found that they were able to train up to 50% more pupils with the same teaching staff and at savings up to 30% in costs.

More and More Schools are Installing AETNA DRIVOTRAINERS

DRIVOTRAINER INSTALLATIONS — IN USE OR ON ORDER:

Oak Park, Illinois
Los Angeles, California
Anaheim, California
New York City (2)
Oklahoma City, Oklahoma (2)
Ferguson, Missouri

Iowa State Teachers College
Springfield, Missouri (2)
Waterloo, Iowa
Mason City, Iowa
Des Moines, Iowa
Colorado Springs, Colorado
Fort Wayne, Indiana

Fort Collins, Colorado
Dearborn, Michigan
Lansing, Michigan
Michigan State University
Helena, Montana
Cedar Rapids, Iowa (2)



The Aetna Drivotrainer employs special motion pictures and individual classroom cars, each equipped with the instruments and controls of real automobiles, to simulate actual driving conditions right in the classroom.

In addition to financial savings and greater teacher efficiency, the Aetna Drivotrainer offers other important advantages. By means of 21 especially produced motion pictures, the beginning student is taught not only the basic driving skills, but also how to meet emergency situations which obviously cannot be staged with safety during on-the-road training. The Drivotrainer gives the student everyday driving problems under a wide variety of highway conditions. Research

studies show that it is more effective than on-the-road training alone in developing safer driving habits and attitudes.

If you are building a new school — or remodeling an old school, it would pay you in many ways to build your driver training course around the Aetna Drivotrainer.

MAIL COUPON TODAY FOR
DRIVOTRAINER FACT FILE
AND DESCRIPTIVE FILM



Public Education Department SE-11
Aetna Casualty and Surety Company
Hartford 15, Connecticut

Please send me:

☐ The Drivotrainer Fact File

☐ 16 mm. sound film,
"Teach Them Now"

I'm interested in a Driver Training Program for approximately
..... pupils per year.
(number)

Name _____ Title _____

School _____

Street _____

City _____ State _____

Toward a
Generation of
Safer Drivers



**AETNA CASUALTY
AND SURETY COMPANY**

Affiliated with AETNA LIFE INSURANCE COMPANY
STANDARD FIRE INSURANCE COMPANY
Hartford, Connecticut

Kenna Heads Council's Church Division

JOHAN T. KENNA took over the post of executive director of the National Safety Council's Church Safety Activities Division last March 4 under the Prescott grant.

The Prescott Grant is a gift of \$75,000 which will be used to aid churches and synagogues in a nation-wide crusade for safety. It was made recently by Mr. and Mrs. Sherburne Prescott of Greenwich, Connecticut. Mr. Prescott is chairman of the Greenwich Safety Council and a retired financier.

Mr. Kenna has been associate director for the Chicago-Northern Illinois region of the National Conference of Christians and Jews. He served as NCCJ regional director in Kansas and Kentucky from 1947 until January, 1956, when he was moved to the Chicago post. He has been consultant and director in summer workshops on human relations at the University of Kentucky and the University of Chicago.

"Mr. Kenna's appointment is the first step by the National Safety Council to establish a special staff unit to work full-time on the project for the next three years," Ned H. Dearborn, Council president, said.

"The National Safety Council certainly shares the conviction of church leaders that nowhere can the golden rule be practiced bet-



John T. Kenna

ter than in traffic, and that nowhere can man better act as his brother's keeper than behind the wheel of a car.

"We believe the active support and leadership of church people in the war on accidents may well turn the tide of battle and halt the mounting toll of death and destruction from traffic accidents," Mr. Dearborn added.

*Investigate the
brand-new approaches
to safety education*

in the new
**BASIC HEALTH AND
SAFETY PROGRAM**
for the primary grades

You'll discover

- a complete program for teaching safety from the very first days of Grade 1 on
- how children are led to participate in the lesson—how they are asked to supply reasons, to decide, to think through to the "whys," to make choices
- how courses of action to take in emergencies are made clear

Descriptive materials sent on request.

Ask for #563

**SCOTT, FORESMAN
AND COMPANY**

Chicago 11 • Atlanta 5 • Dallas 2 • Palo Alto
Fair Lawn, N. J.

Evaluation Quiz for Your Driver Education Program

To score yourself on your driver education program, make a list of and add the following numbers for every "Yes" answer:

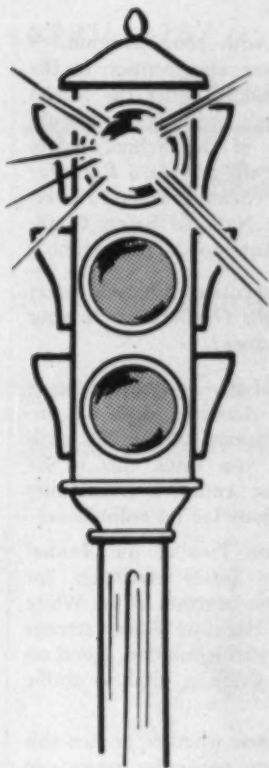
1 - 1	5 - 6	9 - 9	13 - 5
2 - 2	6 - 10	10 - 8	14 - 7
3 - 3	7 - 8	11 - 5	15 - 8
4 - 5	8 - 10	12 - 7	16 - 6

Score for school program - _____ % efficient.

If your answers are all *Yes*, you should have a score of 100. Add up the total of your points, which will give you the efficiency rating of the course in your school by one set of standards.

These standards are based on 16 years of teaching approximately 400 learners and 500 teachers at Iowa State College. They are also based upon inferences drawn from a five-year research evaluation study of driver education involving a total of nearly 20,000 drivers.

If you have many *No*'s and a low efficiency rating, it might be well to examine your methods. In the best regulated courses, most of the answers are *Yes*. Be fair in your answers. Are you reducing accidents? How can you improve your course?



Does Your Community Back the Attack On Traffic Accidents?

Unit No. 3 — Traffic Ordinances

An Experiment in Education for Democratic Community Living

(Questions Based on Section Two of *The Annual Inventory of Traffic Safety Activities*)

This unit is planned to be used in connection with the previous units. Unit No. 1, a general introduction to all the units, appeared in the February and Unit No. 2, on *Police Traffic Supervision*, in the March issues of *SAFETY EDUCATION*. If you do not have a copy of Units Nos. 1 and 2, a request on school letterhead, enclosing a stamped, self-addressed envelope, will bring you a reprint. Address the request to the School and College Division, National Safety Council, 425 North Michigan Ave., Chicago 11, Ill.

THE questions are to be used to help the student learn about traffic ordinances in his own community. In order for the student to understand the laws he lives under in his own community, it is essential also for him to know the laws of his state.

Sources of Information: While sources of information differ in different communities, basis for the study of legislation are the 1956 revisions of the *Model Traffic Ordinance* and the *Uniform Vehicle Code*. These are available for 35 cents and \$1.00 respectively from the National Committee on Uniform Traffic Laws and Ordinances, 1604 K Street, N.W., Washington 6, D. C. Possibly these materials are in your community library or your driver education instructor may have them.

For finding out what is going on in your own community, your community governmental officials, your community or school library, your local safety organization, your community representative for the *Annual Inventory of Traffic Safety Activities* and your community newspapers are all helpful sources. Keep in mind that these are very busy people. You want to have questions well organized. Only one group should approach each agency.

Legal Words: In any study that has to do with laws there are certain words that are fre-

**Back the Attack
Lesson Unit
Number Three**



Prepared by Vivian Weedon, Ph.D., Curriculum Consultant, School and College Division, National Safety Council, Chicago 11, Illinois.

quently used. Words like: coordinating, liability, safety responsibility, statutory, suspension, revocation, cause, mandatory, licenses, conviction, offenses, reportable accident, adjudication, *prima facie*, presumptive, enabling legislation, empowered, constitutional, amendment, and others. These are often called "legal terminology," or "legal words."

Can you think of any reason why such big words are used?

Your Community's Traffic Ordinances (Laws).

1. What is the *Model Traffic Ordinance*?
2. Have the ordinances of your community been compared with those in the *Model Traffic Ordinance*?
3. When was this done?
4. Were the ordinances found to be similar or dissimilar?
5. If dissimilar, what was done to change the ordinances of your community so that they are more similar?
6. Is any work being done now to get your community's ordinances similar to the *Model Traffic Ordinances*?
7. Are the pupils of the community for, against, or just don't care, whether or not your community's ordinances agree with the *Model Traffic Ordinances*?
8. If they are against, why are they against? What could you do as an individual to change their point of view? What could you do through your school organizations to change their point of view? What could your parents do as individuals? As members of organizations?
9. Which would be more difficult to do—change the attitudes of the people of the community who are against the changes or those who just "don't care"? Would you take different steps to change the points of view of different groups?
10. Does your community ordinance require written reports from drivers involved in accidents? (Compare with Sec. 39.1, 39.2 and 39.3 of the *Model Traffic Ordinance*.)
11. Does your community ordinance require drivers to give the police department immediate notice of accidents by the quickest means of communication? (Compare Sec. 39 of the *Model Traffic Ordinance*.)
12. Can you find any mention of schools in the *Model Traffic Ordinance*? If so, does

this section agree with your community's ordinances? Is there any mention of the School Safety Patrol in either the *Model* or your community's ordinances? Should there be mention of the School Safety Patrol? (Compare the *Standard Rules for the Operation of School Safety Patrols* available from the National Safety Council or American Automobile Association.)

13. Can you find any mention of bicycle safety in the *Model Traffic Ordinance*? In your community's ordinance?
14. The city analysis of the *Annual Inventory of Traffic Safety Activities* does not include recommendations on traffic ordinances. Why do you think this is so? (*Hint: Where else could a community find recommendations for its ordinances?*)

The purpose of Section Two of the *Annual Inventory for Traffic Safety Activities for States* says: "The action program of the White House Conference on Highway Safety stresses the fact that uniformity in legislation, based on the Uniform Vehicle Code is vital to traffic safety.

"Experience has shown whether or not this uniformity exists in any particular states can only be shown by comprehensive study of all laws and regulations relating to highway traffic as compared to the code. This must be done under competent direction and with the full support and co-operation of a committee of all traffic officials of the state.

"To effect needed improvements, the survey must be followed by action and must be kept current by an official or officials given that responsibility."

15. Re-state the purpose given above in your own language. What does this mean to you?
16. What, in your opinion are the advantages of uniformity in motor-vehicle legislation from state to state? Disadvantages?
17. Secure a digest of your state motor vehicle laws. Select a few laws in which you are particularly interested and compare with the recommended section in the *Uniform Vehicle Code*. Are they similar or are they different? Find out if there have been any recent changes in these laws to make them conform to the *Uniform Vehicle Code*. Are any changes contemplated?
18. Are there federal laws governing motor vehicles? Do you think there should be?

APRIL 1957

Lower Elementary

safety lesson

Sidewalk Vehicles



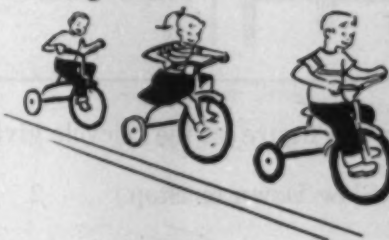
Mark an X on the pictures that are the safest.

Act out the safe situations.

1. Let's race on our sidewalk bicycles!



2. We ride our tricycles on the sidewalk in a straight line.



3. Whee! Here I come! Look out!



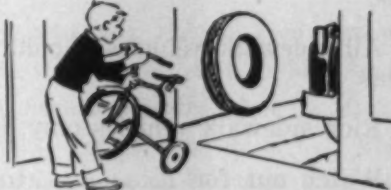
4. We stop and let pedestrians pass by. We can control our wagons better when we kneel on one knee instead of standing.



5. I left my tricycles and my doll buggy out over night.



6. I put my tricycle out of the way where it won't get wet and no one will run over it.



Answers: Pictures 2, 4 and 6 are the safe situations.



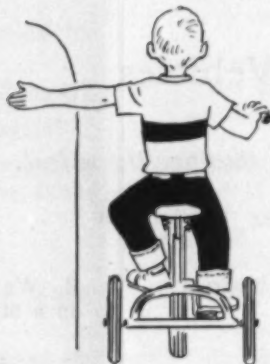
Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

We Practice Our Hand Signals Like the Bicyclist and the Motorist

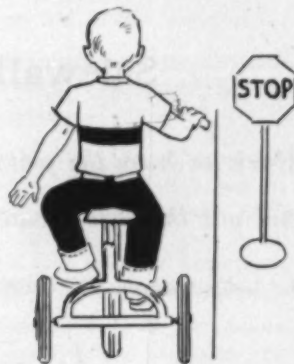
Right Turn



Left Turn



Slow Down or Stop



Draw a figure on the tricycle giving the correct hand signal for each picture.

1. Slow Down or Stop



2. Turn Right



3. Turn Left



Fill in the blanks with one of the following words: daylight, trip, sidewalks, cars.

1. All sidewalk vehicles should be ridden on _____ or protected play areas.
2. Ride sidewalk vehicles only during _____ hours.
3. Watch out for _____ turning or backing into driveways.
4. Never leave vehicles on sidewalks, stairways or other places where persons might _____ over them.

Answers: 1. sidewalks; 2. daylight; 3. cars; 4. trip.



Sketch S-0875-A

APRIL 1957

Upper Elementary



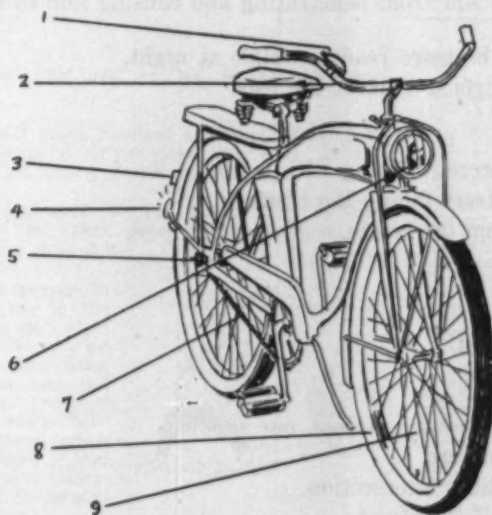
safety lesson

Care and Maintenance

[of Bicycles]

Play safe by keeping your bike in good repair.

Select the right letter to go with the numbers of the arrowed lines opposite the bike. Fill in on the lines telling why it is necessary for safety's sake that each item be in good condition.



- A. Coaster Brake
- B. Wheels
- C. Warning Device
- D. Light
- E. Reflector
- F. Tires
- G. Handle Bars
- H. Chain
- I. License

Fill the correct letter in the blank space. Which letters fit the following phrases?

1. () Be sure it works properly.
2. () Adjust to body, tighten, keep stem well down.
3. () Make sure it is visible, up to date, well-secured.
4. () Must be visible 300 feet.
5. () Must work evenly; if not, have it adjusted.
6. () Must be visible 500 feet.
7. () Check for damaged links. Secure snug fit.
8. () Check air pressure.
9. () Eliminate wobble. Tighten wheel nuts, oil bearings.

Answers: For both the lines and the numbers the letters are as follows: 1. G; 2. G; 3. I; 4. E; 5. A; 6. D; 7. H; 8. F; and 9. B.

Prepared by Miss Ruth Jewell, State Music Consultant, State Department of Public Instruction, Raleigh, North Carolina. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.

Bicycles

Circle the letter that will give the correct answer to each of the following statements.

1. The proper place for a parked bicycle on the schoolground is:
 - a. under a tree.
 - b. in a rack designed for bicycles.
 - c. on the sidewalk.
2. A bicycle should be the proper size for the individual. One way to identify this is:
 - a. the upper part of the body is inclined slightly backward when you are seated on the saddle.
 - b. the seat is at a 120 degree angle.
 - c. the leg, thigh and heel, which is on the low pedal, form a straight line.
3. It is most important that a bicyclist develop skill in:
 - a. balancing and pedaling to avoid swaying in traffic.
 - b. trick riding.
 - c. riding fast.
4. A good bicycle rider will wear:
 - a. dark clothing to keep the sun from penetrating and causing him to become too warm.
 - b. light-colored clothing, to be more readily visible at night.
 - c. long trousers or large skirts to protect the legs.
5. Bicycle riders should ride:
 - a. on the right side of the street, moving with traffic.
 - b. on the left side of the street facing the traffic.
 - c. on the sidewalk away from the traffic.
6. A bicyclist should *never*:
 - a. give hand signals.
 - b. ride behind another bicyclist.
 - c. hold onto a moving vehicle.
7. When riding a bicycle on heavily crowded streets, one should:
 - a. weave in and out between cars.
 - b. walk the bicycle across a busy intersection.
 - c. ride on the extreme left of the street.
8. A bicyclist should carry packages only if:
 - a. the bicycle has a carrying basket.
 - b. traffic isn't too heavy.
 - c. the packages aren't too heavy.

Some Things To Do

1. Ask your teacher to help you organize a bicycle club.
2. Demonstrate proper hand signals for bike riding and learn traffic laws.
3. Find out what the local ordinances pertaining to bicycles are.

Answers: 1. b; 2. c; 3. a; 4. b; 5. a; 6. b; 7. c; 8. c.

Junior High School

SAFETY LESSON

Teen-Age Driving

Old Enough to Learn

Most junior high school students are not old enough to begin driving a car. But all are old enough to begin to learn about safe practices. There are many things about walking and bicycling that apply in driving an automobile. If you can form the correct habits and attitudes now, you will gain that much more on your way to becoming a good driver. Let's look at some of the similarities.

Walking

Directions: Put "yes" or "no" in the space provided.

1. Before I cross a street I look carefully both ways. (A good driver does this when he approaches an intersection.) _____

2. I always wait for the signal light to turn green for me, then proceed with caution. (A good driver does this.) _____

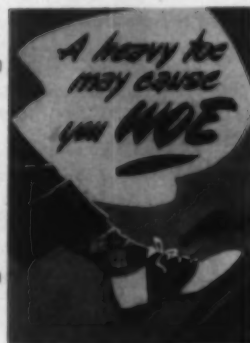
3. If the person in front of me in the lunch line isn't alert and doesn't move up when the line does, I snarl at him and push him. (A good driver doesn't "sit" on the horn when the car ahead of him fails to move immediately after the signal changes.) _____



4. When going from class to class, I dart in and out of school traffic. (A good driver does not weave in and out of traffic.) _____

5. I watch where I walk. I don't daydream. (A good driver keeps his eyes on the road constantly.) _____

If you checked the above statements with complete honesty, you know where you stand. You may already have a good driving attitude, or you may have to start changing your attitude now.

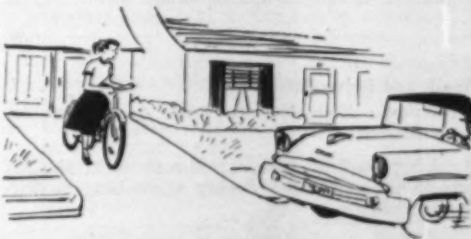


Sketch S-0876-A

Bicycling

Listed below are some rules of bicycle safety. Read them carefully. Under each one, in the space provided, write a similar rule for auto safety.

1. The mechanical features of a bicycle, such as spokes, chain, pedals, pedal bearings, wheel bearings, handlebars, grips, saddle, brakes, horn or bell, tire pressure, lights, etc., should be checked and adjusted at regular intervals. _____



2. You should ride a bicycle at a reasonable speed and keep at least 15 feet from other vehicles. _____

3. When coming out of driveways or alleys, always stop and look for pedestrian or auto traffic before you cross the sidewalk and enter the street. _____

4. Don't stunt or hold races on the highway, or ride two abreast. _____

5. When overtaking another bicycle, pass to the left in order to avoid being jammed against the curb. _____

6. A bicyclist should give all pedestrians the right of way. _____

7. Do not attempt to overtake or pass bicyclists at intersections, hills, or curves. _____

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.



Think Ahead—for Safe Driving

Here are some questions that you need to think about now. Give them your careful attention so that you will be better prepared to drive a car when the time comes. Write in your answers, with explanations.

1. Is slow driving ever discourteous? _____

2. Why is it courteous to follow right-of-way rules? _____

3. What is the correct way to pass a car in front of yours? _____

4. Is it discourteous to weave in and out of your lane and not signal when you turn? _____

5. Is there a single speed (for example, 30 m.p.h.) that can *always* be called safe? _____

Walk and Drive Safely

Directions: Underline the letter beside the correct answer.

1. After parking your car in mid-block, you get out on the curb side. Seeing an opening in traffic, you should
 - a. dart across the street immediately.
 - b. walk on the sidewalk to the nearest corner and cross there.
 - c. pause by your car until you're sure the drivers see you, then cross very carefully.
2. You have just taken a public bus downtown. You get off at the corner where there is no signal light. You
 - a. cross the street several feet behind the bus.
 - b. cross *immediately* in front of the bus so the driver can see you.
 - c. wait until the bus has left before crossing the street.
3. Your school bus leaves you near your farm. There is no sidewalk, so you must walk in the roadway. You should
 - a. walk on the left shoulder of the road facing traffic.
 - b. walk in the center of the road where you can be readily seen by approaching traffic, getting completely off the road on the left side when cars approach.
 - c. walk with traffic on the right shoulder of the road.

4. You are driving near a school. Since it is 5:00 p.m., well after the closing hour, you

- a. proceed without caution since the students are already gone.
 - b. slow down and drive with extra caution since students may still be on the school grounds playing.
 - c. don't slow down but honk your horn to warn anyone playing nearby.
5. You have stopped your car for a red light. When the signal changes, you
- a. honk your horn to warn pedestrians and start at once.
 - b. wave the one pedestrian remaining on the curb across on the red light while you hold up traffic.
 - c. wait until pedestrians who have started across reach the curb before you pick up speed.

Answers: Think Ahead: 1. Yes. You force others to pass you unnecessarily. By a courteous speed-up, everyone could travel at a reasonable speed. 2. Rules are made for the good of all. Accept the rules and give the other fellow his rights. 3. Pass only when it's safe, and you can do so by not cutting in and out too sharply. Honk your horn to let him know you're going to pass. 4. Yes. Whenever you take more than your share of the road you are being discourteous. You don't own the road. 5. No. Speed must be adjusted to the conditions of the road, weather, car, traffic and you.

Walk and Drive Safely: 1:b; 2:c; 3:a; 4:b; 5:c.

Assembly Program

Prepare an assembly program emphasizing pedestrian, bicycling and auto safety. Prepare skits that show:

- a. how courtesy and good sense pays off in each case.
- b. how some people have dual personalities—polite in one situation, yet rude in driving.
- c. how accidents cause the injured person to miss a lot of fun and pay out a lot of money for medical bills.
- d. rules of safety in operation.
- e. how one's feelings of moral responsibility to others should prevent one from driving so as to injure others.

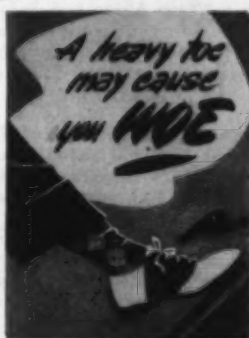
Write to the National Safety Council for a free film on pedestrian safety entitled, *Are Your Feet Killing You?* (35 mm. sound, slidefilm, b and w). There is no charge. The user merely pays the shipping costs.



Senior High School

SAFETY LESSON

Teen Age Driving



Sketch S-0876-A

What Is "Attitude?"

Teen-age should be a keen age. "Keen" does not mean thrilling-spilling excitement. It does mean wise-eyes, clever-endavors and perception without exception. The only thing a teen-ager lacks is experience. When "experience" is analyzed, in the case of safe driving, it usually means that an experienced person is one who has developed an attitude that respects and sincerely accepts the safety rules of the road. Anyone can memorize safety rules. The rules are really *learned*, however, when they are accepted and become part of the learner. Attitude plays a big part in this acceptance. What is *your* attitude toward safety? Do you really believe in and practice safety, or do you believe safety is "for the other guy?"

Test Your Attitude

In the following test, two situations are described for each question. You are to mark each situation "true" or "false." Search your soul carefully for the answers. You won't be graded on this test. The only value the test may have is that it may prolong your life.

- A. When playing basketball, baseball, and other sports, I study the rules carefully and try to abide by them.

B. When driving my car, I make sure I know all the rules of the road and abide by them.
- A. When attending a social function, I make sure that I am polite and make a good impression.

B. When driving, I never honk my horn in exasperation nor yell at a driver making an error.
- A. When walking down the school corridors, I never cut sharply in front of another person, causing him to misstep or swerve to one side.

B. When driving, I don't squeeze past the car in front and cut sharply in front of him.

- A. I rarely, in my everyday activities, get angry and mutter, "Stupid jerk!"

B. I rarely, when driving, get angry and mutter, "Stupid jerk!"

- A. When I go on a field trip with a group, I consider myself as a member of a team.

B. When driving in heavy traffic, I consider myself as a member of a team.

- A. When visiting an unfamiliar place, I pay strict attention to all signs and directions.

B. When driving in a strange area, I remind myself to watch for "Signs of Life."



- A. When supervising small children playing a game, I am always watching for their safety.

B. When driving past a school, I always slow down to the posted speed.

- A. I would never dream of putting one bullet in a revolver, spinning the cylinder, pointing the gun at my head and pulling the trigger.

B. I would never dream of playing "tag" in an automobile, or race a train to the crossing.

- A. If I were an aerial performer in a circus, I would closely check, periodically, the equipment I used.

B. I have my car checked periodically, and give it a special check when planning a long trip.

Answers: If you are true to yourself, then all your answers should be "true." If they aren't, your attitude isn't consistent.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Fla. Published by the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. One to nine copies, ten cents each. Lower prices for larger quantities. Printed in the U.S.A.



If . . .

Don't have an "if" conscience. The drivers who have run down pedestrians know what an "if" conscience is. It consists of, "If I had been going a little slower . . ." "If I had been more alert . . ." "If I had been watching the road instead of the scenery. . . ." You have to live with yourself the rest of your life. Don't get an "if" conscience.

Let's look at some of the major factors in driving. Discuss each of the following and list the main points of the discussion on the board.

1. *Speed—Fit Speed to Need*

Define "speed."

Speed and conditions.

Speed hypnosis.

2. *Night Driving*

Visibility.

Personal fatigue and sleepiness.

Drinking drivers.

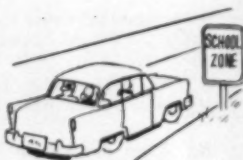
Meeting other cars.

3. *Driving From and By School Buildings*

The nature of elementary school youngsters.

"School's Over" feeling.

Your personal plans.



4. *City Driving*

Pedestrians.

Lights.

Intersections.

5. *Country Driving*

Speed.

Carelessness of other drivers.

Farm vehicles.

The slow or "mope" driver.

6. *Signs and Signals*

"Signs of Life."

Correct hand signals.

The "arm-waver" driver.

7. *Vacation Driving*

Car check-up.

Time of day to leave.

Securing baggage.

8. *Inside-the-car Etiquette.*

Both hands on the wheel.

The distractor.

The back seat driver.



What new piece of knowledge did you learn through this discussion? Have you changed your viewpoint about certain driving practices? Which ones? Do you practice what you preach?

P.T.A. Project

Plan a P.T.A. program on safe driving. Ask your principal, teacher and P.T.A. president if you can put on a "Teen-Agers and Safe Driving Night." Plan the entire program yourselves. If you do it well, it may pay off in getting the family car—and in saving lives. Here are some suggestions for getting started.

Prepare a display at the entrance of the P.T.A. meeting place. The National Safety Council will provide a "Signs of Life Traveling Exhibit" free of charge. You just pay transportation costs. Make your own posters with catchy slogans. Have a coffee booth with a sign, "Make Your 'One for the Road'—Coffee." Ask your local safety organization or safety officer for display material they could lend you. Make this display a real "mood-getter." Ask your art, industrial arts, and driver education teachers to give you some ideas for the display.

Prepare an interesting introductory talk as to the purposes of the program. This should be short and clear. Follow this with several short talks about safe driving. These talks could be given by a highway patrolman, an ambulance driver, and a judge of a traffic court.

Instead of the talks, you could develop short skits that would carry a safety message.

If you would like a variation from short talks or skits, you might have a panel composed of a teen-age boy and girl, two parents, policeman and a judge. The panel should have a good moderator who can keep the panel members on the topic and who can summarize at the end.



For the conclusion of the program, show a film on safe driving. The following films may be had for mailing costs only.

- *Driving At Night*, Driver Education Series (16 mm, sound, b&w, 10 min.)
- *Driving Under Adverse Conditions* (16 mm, sound, b&w, 10 min.)

Both of the above films may be obtained from the Ford Motor Company, 3000 Shaefer Road, Dearborn, Michigan.

For information about other films, write to the National Safety Council.

While your program is in progress, be sure to take pictures of all the activities. Write the story of your P.T.A. project and attach the photographs to the story. Send it to the editor of Safety Education Magazine, National Safety Council, for possible publication. Be sure to release the story to local newspapers too.

Ithaca's Safe Cyclists (Continued from page 3)

The Safe and Skillful Bike Riding program starts each spring when I make a demonstration visit to each fourth, fifth and sixth grade in the schools, leaving posters, bulletins and entry blanks with the teacher for her follow-up teaching.

There follows a bicycle inspection program, carried on by the Ithaca Police Department. In Ithaca, a local ordinance which includes provisions for registering and licensing of bicycles was written and made law in 1943, shortly before the bike safety program started.

Next, a bike contest is carried on at each school by the school safety director and the traffic sergeant from the police department, wherein:

▶ entrants have their bikes checked for safety, are briefed on proper riding skills, hand signals, proper turning methods, and so on;

▶ eliminations are held to reduce the field to six or eight of the best riders at the school;

▶ finally, the entire school comes out to view the contest, in reality an on-the-road demonstration of the right way to ride. Prizes are awarded to the winners.

▶ the city championships are held, with the winner from each school representing his school.

Those boys and girls who wish to enter the contest at their schools must know the rules and regulations of safe bike riding and they *must* use a bicycle which is properly licensed and in safe operating condition.

In the contest, the children are asked to:

▶ Mount their bikes with the least possible wavering and have them under complete control in the shortest possible distance; ride slowly in a straight line for about 40 feet, and stop smoothly and quickly at the signal of a whistle.

▶ Make a change of direction as if passing a parked car, using the proper arm signal; and continue on to make a right turn with the proper arm signal;

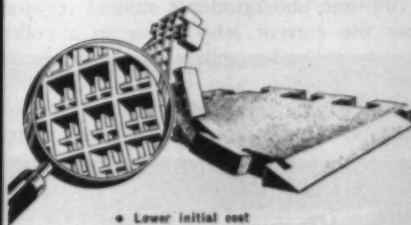
▶ Come to a stop street and stop, then make a left turn with all the precautions of looking for oncoming cars, and making the proper arm signal.

The child must have a contest registration slip signed both by himself and his parents, which specifies that the bike he uses will be his own bike or, if it is not his own, he is borrowing it only because (1) he is a non-resident, (2) it's too far for him to bring his own bike, or (3) he does not have a bike of his own.

(Continued on page 4)

IMPORTANT NOTICE!

**PURCHASE NO PLAYGROUND
PROTECTIVE COVERING OR GYM
MATTING UNTIL YOU HAVE
INVESTIGATED THE MANY MERITS OF
SAFETY SURF**



- Lower initial cost
- Easy to install (interlocking sections)
- No cement or mastic required
- No maintenance expense
- Flexible—Easy to re-locate or change size or shape, yet secure under apparatus
- Provides completely sanitary play surface
- Durable, long life—indoors or out-of-doors—suitable all types of weather exposure for years

For complete data write or wire:

M. M. LEVITT
Sports & Recreational Division
Mitchell Rubber Products, Inc.
2114 San Fernando Road
Los Angeles 65, Calif.

DEALER INQUIRIES INVITED!

SAFETY PATROL RAINCOATS



**With Distinctive
PATROL EMBLEM**

High Visibility **YELLOW** Rubber Raincoats with Matching Cape Cap. Completely Vulcanized and 100% Waterproof. Attractive Safety Patrol Emblem on Coats (as pictured) lends Distinction and Authority. Sizes 12 to 20.

• **PATROL SUPPLIES**
Patrol Badges, Belts, Arm-bands, Flags, Headwear, Footwear.

• **CROSSING GUARD**
Raincoats, Stormcoats, Headwear, Belts and Badges.

Samples on Request

**WRITE FOR SAFETY
PATROL BROCHURE**

Conney Products Co.
FOND DU LAC, WIS.

\$3,000 in prizes in essay contest . . .

Awards totaling \$3,000 will be given winners of an essay contest on alcohol and safety sponsored by the Intercollegiate Association for Study of the Alcohol Problem.

The Roberts Awards for 1957 contest—for short (500-800 words) editorials—is open to any full-time undergraduate student registered during the current school year in a college, university or junior college in the U. S. and Canada. Students who have written professionally, however, are ineligible for the contest, whose general theme is "alcohol and safety."



Teen-age clubs and schools all over Texas are hearing a talk given by W. F. Leonard, safety director of Oak Farms Dairies, Dallas, Texas, on How to Get The Family Car More Often. Here members of the Y-Teens Club at Handley High School, Fort Worth, join Mr. Leonard (second from right) on the stage of the school during the talk. The talk is based on pamphlet put out by the Liberty Mutual Insurance Company.

Roberts Awards, one of the many projects of the association, are a gift of, and a memorial to, Logan Hall Roberts, early organizer of the Intercollegiate Association.

First- and second-prize winners in the essay contest will receive \$200 and \$150, respectively.

teen-age driving code of ethics . . .

The 110 delegates from 35 Los Angeles, California, senior high schools attending the Fifth Annual Teen-Age Traffic Safety Conference in the city adopted a code of ethics for teen-age drivers. The youths agreed to:

► Keep themselves physically, mentally and emotionally fit while driving; keep their vehicles mechanically safe; give full attention to driving; be conscientious about traffic laws; practice courtesy and good sportsmanship while driving.

► Base their actions on common sense and try to exercise good judgment; respect and cooperate with law enforcement officers, realiz-

Safety Education for April, 1957 • 38

BULL

ing that they "are there for (our) protection"; maintain an open mind toward driving habits with the purpose of improving them whenever possible; join with others in showing disapproval of individuals whose failure to observe the code would bring criticism to teen-age drivers, and follow the code of ethics, realizing that their lives and "the lives of others are (our) responsibility while . . . driving."

The youths also made recommendations regarding the teen-age violator and "what can be done about him"; handling teen-age traffic violators, and a model school traffic safety program.

bike safety booklet . . .

How to Plan Successful Bike Safety Programs, a 45-page booklet, has been published by the Bicycle Institute of America, Inc., as a public service. It provides an outline of approved bike safety projects and promotional ideas.

another Drivotrainer for Springfield . . .

Springfield, Missouri, is on its way to becoming the first U. S. community to offer Drivotrainer instruction to all eligible students.

School officials there have decided to acquire a second 15-place Drivotrainer installation in view of favorable experience with the first, which has been used since last year in the orig-

"Home—and Back for the Holidays" was the slogan of a campaign carried on just before Christmas by the students at Loras College, Dubuque, Iowa. Stickers were placed on every student's car and large posters like the one held were posted on every bulletin board. The campaign was successful. No one from Loras College was hurt in an automobile accident over Christmas holidays.



ETNA

ESSAYS, ETHICS, EDUCATION

inal classroom-of Springfield's Parkview High School.

Furthermore, Springfield officials reportedly intend to provide a Drivotrainer classroom in a third high school, now under construction. The Aetna Drivotrainer, developed by Aetna Casualty and Surety Company, recently was shown on a national television show as part of a highway safety presentation.

a right step in North Carolina . . .

North Carolina is unique in that it is perhaps the only state that has no problem finding instructors for traffic violator schools, no trouble finding competent personnel to teach refresher driver education courses, no difficulty in locating good speakers to handle safety topics.

It may be the lone state that can say its highway patrolmen are trained to educate effectively the traffic law violator. And, uniquely, its examiners are qualified to instill the concept of safety in every applicant for a driver license.

This is because North Carolina now provides a college-level driver education course for each license examiner and each new highway patrolman. Five 60-hour courses have been conducted already on the campus of University of North Carolina.

Purpose of the schooling was to correct basic weaknesses in traffic safety programing. Too many motorists, officials felt, lacked knowledge of the basic fundamentals of good driving. The aforementioned training of special groups should help the official motorist become more adept at driving and aware of his own faults.

And the schooling, especially that given highway patrolmen, has had additional results: the men, who've improved their driving habits as a result of the course, now set a better example for motorists who sometimes try to "drive like the police do." Too, trained patrolmen are more qualified to discuss with erring motorists—who perhaps before would have gone unnoticed—the dangers of bad driving practices.

North Carolina license examiners, meanwhile, now interview prospective motorists and



Lucille Otte, 17-year-old senior at Lafayette High school, St. Joseph, Missouri, shows the safety poster she made as a part of a student safe driving campaign at the school.

discuss ways to correct specific driving faults when they apply for a license to drive.

The North Carolina program, while not a panacea for safety ills, is, officials have observed, a "step in the right direction."

fire drills prove their value . . .

The systematic fire drills in Huron, South Dakota, public schools proved their worth recently.

Some 650 Huron children came out of a theater fire January 19 without apparent injury, and the incident served to reaffirm the belief of Huron school officials that children are learning calmness in fire situations through their fire drill training in school.

The children left the burning building in an orderly manner and none showed panic or fear, officials observed. The South Dakota state fire marshal credited the level-headedness of students to systematic fire drills held during the past several years in Huron schools.

theme of society meeting . . .

"Prevent Physical Handicaps by Preventing Accidents" was the theme of an annual meeting of the Wyoming society of the National Society for Crippled Children.

A simple, practical approach to the solution of a growing modern problem—

SAFETY EDUCATION

A. E. "Joe" FLORIO
GEORGE R. STAFFORD

—University of Illinois—

327 pages, \$5.50

From **SAFETY EDUCATION Magazine**
September, 1956 issue—

"Every safety educator will find this book a genuine pleasure. Student teachers will receive much value from the discussion on the school safety program. The meaningful vocabulary and excellent presentation of school, home, and community safety make it an ideal text for college level. It is a complete and comprehensive study. The professional and educational approach to the safety problem is good.

With its simplicity of style, wealth of up-to-date information, accuracy of details, handy size, this book merits an extremely high rating."

TABLE OF CONTENTS

Part One

1. The Need for Safety Education
2. Psychological Considerations
3. Planning the School Safety Program
4. Methods of Teaching Safety
5. A Safe School Environment
6. Liability for School Accidents

Part Two

- | | |
|----------------------|----------------------------------|
| 7. Pedestrian Safety | 11. Farm Safety |
| 8. Bicycle Safety | 12. Fire Safety |
| 9. Driver Education | 13. Vocational Safety |
| 10. Home Safety | 14. Safety in Physical Education |

USE THIS COUPON

COLLEGE DEPARTMENT,
McGRAW-HILL BOOK COMPANY, INC.
330 West 42nd Street . . . New York 36, N. Y.

Please send me, on approval, a copy of Florio & Stafford's **SAFETY EDUCATION**. I agree to pay for the book upon receipt of invoice or return it within 10 days.

Name _____
Address _____
City _____ Zone _____ State _____
Title _____
Affiliation _____ SE-457

McGRAW-HILL BOOK COMPANY, INC.
330 West 42nd Street New York 36, N. Y.

Safety Education for April, 1957 • 40

Ithaca's Safe Cyclists (Cont. from p. 37)

► We avoid taking up too much classroom time or taking over the whole play area for the program. In this way, we get the backing of school personnel.

► Expensive prizes are not used. We budget about \$40 annually for wallets, which are gold-embossed. The wallets are given to each of the three winners at each school, carry the words, "Winner," "Second Place," and "Third Place." (Only schools with very good contests get a third prize. Trophies for the city-wide contest are donated by the Bicycle Institute of America.) Large or costly awards are not essential; in fact, they can detract from the main purpose of the program—developing safe bike riders.

When he signs his name, the child also agrees to abide cheerfully by the decision of the judges.

Complete statistics on bicycle accidents for Ithaca have been kept for only about the last five years. In this period of time, our bike accident rate has varied from a minimum of six to a maximum of eleven annually. Only two of these accidents have been sufficiently serious to be classified as "Severe." Neither of these severe accidents have occurred to children or youth who have come up through our program.

A dinner party was held last year by the City Club of Ithaca, which gives valuable help to the contest, to celebrate the tenth anniversary of the Safe and Skillful Bike Riding Contest. An effort was made to have all the past winners of the contests at the dinner, but circumstances held many of our winners out of town. They were represented, however, by a letter from the boy who was the first winner of the Bike Safety Contest in 1946. His name: Edwin Bakko. His present age: 21. His occupation: a Navyman at the Fleet Sonar School, U. S. Naval Station, Key West, Florida.

Said Ed's letter: "... I will always remember the day I won the award and how proud I was at that time. . . . Significantly, perhaps, it may interest you to know that the rules of safety instilled in me at that time have served me in good stead ever since . . ."

student victim of Russian roulette . . .

A student in a Louisville public school was killed during December, the victim of Russian roulette. He had been left alone while his parents worked.

His was one of two deaths reported in a summary of accidents covering the last three months of 1956.



Parents ~~WANT~~, demand
a WELL EQUIPPED
Safety Patrol . . .

That's where we can help . . .

Graubard's Equipment is nationally known as the school safety patrol equipment "That Promotes Safety". It does this by fulfilling both of the conditions essential to a really effective Safety Patrol.

First, it gives each patrol member a definite sense of responsibility and a pride in doing his job well.

Second, being "Standard Equipment" it is recognized by school children and motorists alike, assuring their respect and cooperation.

Take the time to check your safety patrol today! Look over the many "standard" Safety Patrol Equipment items listed below and be sure your patrol members are properly uniformed and ready to perform the vital task of protecting your children, in all kinds of weather! . . .

Samples Submitted Upon Request Without Obligation

SAFETY PATROL EQUIPMENT CHECK LIST

Belts
Caps, Helmets
Badges
Arm Brassards
Emblems

Raincoats
Capes
Caution Flags
Merit Awards
Boots & Overshoes

Corporal Digbys
Trafficones
School Warning Signs
Traffic Control Signs
Other Items

WRITE FOR OUR LATEST CATALOG

GRAUBARD'S

"America's Largest Safety
Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.

NATIONAL SAFETY COUNCIL AWARD

TO
John Doe School
IN RECOGNITION OF ITS OUTSTANDING ACHIEVEMENT
IN PREVENTING INJURIES FROM FALLS
NATIONAL CAMPAIGN FOR THE PREVENTION OF FALLS
SEPTEMBER 1, 1946—AUGUST 31, 1947
Red H. Dunbar

WIN THIS AWARD *for your school!*

your school can gain national
recognition, and community
commendation...and can combat a
major cause of accidents to children

SUPPORT THE NATIONAL CAMPAIGN FOR THE PREVENTION OF FALLS

... the nation-wide, year-long effort to reduce an injury cause that is second only to traffic accidents. Join with the business, industry and labor groups; the civic and social organizations, the other schools supporting and working for this worthy effort.

Send for your

FREE

Checklist For School Participation

showing you what your school can do to inaugurate and maintain a drive against falls and fall

causing hazards. The Checklist provides an outline for your school's participation in the campaign... participation which will qualify you for the National Safety Council's AWARD FOR CO-OPERATION, a handsome certificate which you can proudly display as a symbol of your school's part in this national safety effort.

Act now! Your plans must be made and your checklist submitted by April 30th. Fill out the coupon below for your FREE Checklist, and mail it in today.

To: Mr. Charles French, School and College Div., National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

Please send me _____ FREE copies of the Checklist for School Participation, which will show how my school(s) can support the National Campaign For The Prevention of Falls and qualify for the AWARD FOR COOPERATION.

NAME _____

TITLE _____

SCHOOL SYSTEM _____

P.O. # _____

A year for fall prevention work is under way. Millions of children are in schools across the country. Resident states, political leaders and parental groups are school safety members.



National Safety Council 425 North Michigan Avenue Chicago 11